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ABSTRACT

The development and validation of a test of English-as-a-Second-Language (ESL) proficiency are described. The measure is a multiple-choice test based on translation of a literary text from English to Arabic and vice versa. Intended for rapid student placement, it is seen as overcoming most of the defects inherent in traditional translation tests. The development process is summarized, including text selection, preparation of items, pilot testing with 240 university ESL students, to generate distractors appropriate to ESL students, and item analysis based on an administration of the test's final form to 92 freshmen ESL students in Egypt. Analyses of test reliability and validity, and item analysis indicate that both English-to-Arabic and Arabic-to-English sections of the test provide good assessment of ESL learners' translation ability. The piloted test, final version, answer sheet and key for the latter, and a revised form are appended. These items are in both Arabic and English. (MSE)

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The Development and Validation of a Multiple-Choice Translation Test for ESL College Freshmen

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The Development and Validation of a Multiple-Choice Translation Test for ESL College Freshmen

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ABSTRACT

This research project presents the various procedures of developing and validating a multiple-choice translation to be utilized for assessing ESL learners proficiency level in translating literary texts from English into good Arabic and vice versa, and it could be used for quick placement. This kind of test overcomes most of the defects inherent in traditional translation tests used nowadays in schools and colleges. The development of the multiple-choice translation test had undergone different steps which can be summarized as follows: (1) Text selection; (2) preparation of test material; (3) pilot test administration to generate the necessary distractors from ESL candidates; (4) scoring pilot test which was administered to 240 ESL college freshmen at two Faculties of Education: Kafr El-Sheikh and Tanta on March 10, 1993. The purpose behind piloting the test was to generate the necessary distractors with the aim of employing them in the experimental forms of the multiple-choice translation test (Part I, Translation from English into good Arabic; and part II, Translation from Arabic into good English). The experimental forms of the test (Part I & II) were administered to 92 ESL College Freshmen on June 6 of 1993 at Kafr El-Sheikh Faculty of Education. The purpose behind the experimental testing was to collect item analysis data; calculate test validity; estimate test reliability; determine translation levels and determine test optimum time limit. The test validity was calculated through using content, validation, intrinsic validity and item validation using Point Biserial Correlation. The test validity for part I is 0.81 and it is 0.82 for part II. The test reliability was achieved through employing Guttman's equation. The reliability of Part I of the test is 0.66 whereas the test reliability of Part II is 0.67 The reliability of test items was achieved through using Point Biserial Correlation.

In conclusion, the test validity, test reliability and test item analysis data show that the test (Part I & II) as a whole provides good assessment of ESL learners, translation ability (15 Tables are included)

INTRODUCTION

Schools and colleges are among the largest test users in the world (Strenio, 1981). The classification of candidates with reference to their skill to benefit from different sorts of instruction, the selection of candidates for placement into specialized sections, are among the many uses of language tests.

Nevertheless, some schools and colleges seem to have overlooked, for quite some time now, the significance of measuring candidates prior to admission into certain sections with valid and reliable language tests.

The problem of ignoring the significance of measuring the language proficiency of ESL candidates has become increasingly evident since the seventies. The same applies to measuring ESL learners translation level. Remarkable deterioration in the standard of ESL college freshmen in some English sections translate sentences or passages from English into good Arabic and vice versa is quite obvious.

It appears that todate no one-as far as this researcher is acquainted-has attempted to find a solution for this state of affairs. Most chairpersons in some faculties have not been able to deal successfully with this critical problem because valid and reliable translation tests have yet to be specifically developed to measure ESL candidates' ability in converting literary sentences or passages into good English and vice versa.

To this researcher's knowledge, no one has ever attempted to develop a multiple-choice translation test to help assess ESL learners in this skill. Clearly, it is the

responsibility of staff members to design language tests, especially valid and reliable translation tests for this population.

For many years, this researcher taught and supervised many groups of ESL learners in prep and secondary schools. These ESL candidates were not found to be proficient in translating sentences or passages into good Arabic or into good English. The problem is that these ESL learners were admitted to the English section solely on the basis of scores obtained on the final secondary school leaving examination, viz, the General Secondary Education Certificate Examination. These GSECE tests, particularly the translation tests are not, by any means valid, or reliable or even practical measuring instruments for assessing ESL candidates skill in translation.

In this respect, Anastasi (1982); Maculaitis (1982); Thorndike and Hagen (1977); Allen and Alan Davies (1977) and Gronlund (1971) concur that good tests, i.e., accurate and adequate measuring instruments, should possess three basic characteristics: validity, reliability and practicality.

From the previous discussion, it would seem that a proper and uniform evaluation of ESL learners' translation skill in some Faculties of Education is lacking. Two reasons for this problematical state of affairs are:

a. *There is a non-availability of foreign/second language translation tests that have been designed to assess foreign/second language candidates' skill in translation with some degree of accuracy; and*

b. *the departmental tests of translation do not attempt to sample ESL learners' skill in actually translating English sentences or passages into good Arabic and vice*

versa. It appears that these tests never tap ESL learners' English language background or cover a variety of every day life activities or real-life situations.

It is evident that there are many factors involved in this critical problem, the present research work will only study the problem of lack of good translation measures for college freshman particularly, for candidates of the Department of English.

When discussing the question of specific types of assessment and evaluation instruments used to measure second language learners, Plakos (1971, p. 29) found that a clear need exists to design and norm instruments to those students who are not able to function competitively in the English language.

Baechers (1973) points out that "such a fast changing environment requires new instruments and new procedures of educational measurement, assessment and evaluation".

It is not difficult to imagine the inevitable consequences of this critical problem upon ESL learners themselves: improper placement, ineffective and uninformative diagnosis of strengths and weakness in the language skill areas, and in general in appropriate instruction.

The apparent consequences of this state of affairs is a general feeling of failure and frustration which takes the form of low achievement in translation and low educational standards. There is a clear need to develop a valid and reliable test to assess ESL learners translation skill.

Need for the study:

The need for such a research project was motivated by:

a. *The inadequate testing as well as the little attention given to measuring the translation skill of the growing numbers of candidates who would like to join the English Department in the Faculties of Education.*

Translation has its own functions, techniques as well as its own evaluation system. Thus, one sees that although the problem of assessing the translation skill of ESL learners is urgent and indeed fundamental, most lecturers and professors of English do not recognize it as such. There is a clear need for assessing these candidates skill in translation so as to avoid disappointing results in the future.

b. *The absence of valid and reliable measuring instruments to assess ESL candidates' translation skill, is apparent at almost every academic level. In this concern, Allen and Alan Davies (1977, p. 6) maintain that "Language tests are often spoken of as through there were an abundant supply available. The number of published tests, however, is limited".*

To add, the review of literature indicated that there is a clear need for constructing more valid, reliable and practical English language tests with particular emphasis on good translation tests.

Maculaitis (1978, p.4) confirms that much has been written about standardized tests designed for native speakers, and a review of such literature reveals a dearth of language measuring instruments developmed to measure both the language skills and proficiencies of non-native speakers.

c. *Faculties of Education as teacher certifying institutions are in a position to require a specific level of English language skills on the part of their candidates,*

the proposed translation test, Tanta University Multiple-Choice Translation Test for ESL College Freshmen may serve as a means to having the highest standard in English accepted to the English Department in some Faculties of education.

Purpose of study:

This study is intended as a quasi-experimental research work[1] and its purpose is to develop a translation test to measure ESL learners' proficiency levels in translation by employing a currently used technique of foreign/second language testing, that is, the semi-integrative procedure using four choice-multiple-choice items. Marshall and Hales (1972) maintain that the multiple-choice format is the most flexible and versatile of all proficiency type exams.

In brief, two main aims are set forth in developing this research work. The first aim is to develop a multiple-choice translation test for ESL college Freshmen whereas the second aim is to examine the statistical characteristics of the measuring instrument under construction.

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[1] Allen and Alan Davis (1977) consider the construction of a test as an experiment in which relevant experimental methods are used, and the statistical techniques applied. Testing, retesting and analyzing of the test results become the carrying out of the experiment and the final validation of the test, becomes, as it were, the test of the test experiment.

Research questions:

Since the main objective of this research work is to develop a multiple choice translation measuring instrument, the main research questions will deal with determining the statistical characteristics of this instrument. Specifically speaking, the following research questions are raised:

1. *Is the test (Part I as well as Part II) a valid measure of ESL learners' translation skill?*
2. *Is the test (Part I as well as Part II) a reliable measure of ESL learners' translation skill?*
3. *Is the test (Part I and Part II) as a whole a valid and reliable measure of translation skill.*

Text selection:

The first step in constructing such a test is to select the sentence(s) and the passage(s) to be used.

The general technique to assess ESL learners' translation skill consists of presenting literary sentences or passages to be converted into good Arabic or vice-versa. The task of locating appropriate literary sentences or passages that were interesting and represent some real life situations was quite time consuming. Sentences and passages were selected from "Everybody's Conversational English" by Mahmoud Ezzat (1967).[2] The sentences or passages, for the most part, were informative and covered a wide range

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[2] Mahmoud Ezzat is the author of a number of books in English language learning. He is also the author of "Everybody's English for Arabs" and "Everybody's English Grammar".

of daily life situations and activities such as modes of address, going abroad, in town, shopping, some every day life activities, health, sports, amusement, people and society and news and politics.

Length of test sentence(s) and passage(s):

One significant consideration in a research work such as the present one is the amount of student time required for testing. The sentence(s) or passage (s) used in part I as well as those utilized in part II were appropriate in length. Therefore, they could not be so long as to be prohibitive for assessment purposes.

Difficulty level:

The translation test was designed for ESL college freshmen, candidates of the Department of English, therefore, the sentence(s) as well as the passage(s) had to be included which were easy enough for the poorest interpreters and difficult enough for the best interpreters. To insure that the sentence(s) and the passage(s) used were these of appropriate difficulty level in terms of vocabulary and structural level, they were submitted to a committee of language experts[3] to determine the appropriateness of the difficulty level of the chosen sentence(s) and passage(s) for college freshmen. The sentences and the passages were found appropriate for the grade level. However, some of them were revised and adapted according to the committee's recommendation. In this

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[3] Ahmed A. Thabet, Ph.D. EFL/ESL Expert. Tanta University, Faculty of Arts; Said El-Gohary, Ph.D. EFL/ESL Expert. Tanta University, Faculty of Arts; Mostafa A Badr, Ph.D. EFL/ESL Expert. Tanta University, Faculty of Education, Hany Azer, Ph.D. EFL/ESL. Tanta University, Faculty of Arts. Nabils Abd El-Fatah, Ph.D. EFL/ESL Expert. Tanta University, Faculty of Education at Kafr El-Sheikh.

case subjective judgement was used until data from the field testing could provide difficulty indices which would indicate the appropriateness of the test items for ESL learners at this level.

The experts read the sentences as well as the passages, commented on poor passages, and made suggestions for the adaptation of some passages.

Both test sentences and test passages were then revised and some were eliminated in the light of the suggestions offered by the team of experts. Fifteen sentences/passages of the original fifty five passages selected for translation from English into good Arabic were eliminated and ten sentences/passages of the original 55 chosen for translation from Arabic into good English) were omitted for some of them were found to be easy and others were too difficult. Finally, the passages were assembled into Tanta University Multiple-Choice Translation Test for College Freshmen, Part I and Part II[4]. (See Table 1 & 2).

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[4] See Appendix A for part I; see also appendix A for part II.

Table 1: Specifications of the Try-out Form (Part I) of Tanta University Translation Test for ESL College Freshmen.

No.	Areas tested	Item Numbers	Total
1	Some Modes of Address	1, 2, 3, 34	4
2	Travelling	4, 5, 6, 35, 36, 37, 38	7
3	In Town	7, 8, 9, 10, 30	5
4	Shopping	11, 12, 15	3
5	Some Everyday Life Activities	13, 14, 22, 23	4
6	Health	17, 18, 19, 20	4
7	Sports	21, 25	2
8	Amusement	24, 26, 27, 28	4
9	People and Society	29, 31, 40	3
10	News and politics	16, 30, 32, 33	4
Total			40

Table 2: Specifications of the Try-out Form (Part II) of Tanta University Translation Test for ESL College Freshmen.

No.	Areas tested	Item Numbers	Total
1	Some Modes of Address	1, 2, 3, 34	4
2	Travelling	5, 6, 7, 8, 43, 44	6
3	In Town	9, 10, 11, 12, 45	5
4	Shopping	13, 14, 15, 19, 20, 21, 22	7
5	Some Everyday Life Activities	16, 17, 18	3
6	Health	23, 24, 25	3
7	Sports	26, 27, 28, 29, 30	5
8	Amusement	31, 32, 33, 34	4
9	People and Society	35, 36, 37, 38, 39, 40	6
10	News and politics	41, 42	2
Total			45

Test Directions:

Since most ESL learners taking any test are working under certain mental pressure, it is significant that all directions and specific instructions are clearly written and that examples are provided. Recommendations given by Heaton (1975, p. 160) and Marshall and Hales, (1972, p. 15) were taken into account when writing test directions and instructions. This researcher used brief, clear directions, simple to understand and free from possible ambiguities.

Time Limit of Test:

Suggestions provided by Heaton (1975) concerning time limit of the test were taken into consideration. However, the examinees were encouraged to work on the test and were told that the aim behind the test was not for grading them but rather for testing the test. The subjects were given ample time to finish the test since our purpose is to get the distractors from the subject themselves with the aim of using these distractors in the development of the field test, namely the multiple choice translation test under consideration.

In addition, the time required for 90 percent of the examinees to finish the test will be used as the basis for determining optimum time limit for the final test.

Preparation of Test Material:

After the sentences as well as the passages had been assigned to either part I or II of the translation test, complete directions and one sample item were presented at the beginning of each part of the test. Blank spaces of about three lines for ESL candidates to write on were provided to assist the subject in writing their responses to the test items.

Since no information pertinent to the difficulty of the test items was yet available, there was no way to arrange test items in order of difficulty. These data would be available after the try-out test administration and could be utilized for arranging items in the final form.

Sample:

On March 10 of 1993, the two parts of the test (Part I, Translation from English into good Arabic; and Part II, Translation from Arabic into good English) were administered to 240 ESL college freshmen males and females at two Faculties of Education: Kafr El-Sheikh and Tanta who were available on the day of test administration. The two parts were randomly assigned to the subjects. So approximately 120 subjects took each part. The subjects are currently enrolled and studying English as a second language in their colleges at Tanta and at Kafr El-Sheikh, in addition, the students in the sample group have studied English as a foreign language in Egyptian government schools for six years and their ages range from 17-19 years old.

Pilot Test Administration:

The purpose behind piloting the test is to find out information about any problems related to the sentences and the passages utilized in the test and to generate the distractors from the candidates themselves with the aim of employing these distractors in the development of the field test under study namely Tanta University Translation Test for ESL College Freshmen. Before the try-out test was administered to 240 ESL candidates, males and females in two Faculties of Education, Kafr El-Sheikh and Tanta on March 10, 1993, the author introduced the idea of a "new kind of test," that is, a multiple-choice translation test. The participants were encouraged to work on the test, were given ample time to finish the test, and were told that the purpose behind the test was not for grading them but rather for testing the test itself. It would seem necessary, however, to mention that this test was not a speed test but rather it was a power test that should have no time limit.

Scoring:

The try-out test (see Appendix A) was scored by this author. This preliminary test (Part I and Part II) in fact, was administered to get the previously stated information about the test itself. Since the urgent purpose was to obtain the distractors necessary for the field test, the author did not assign any grades or points to the subjects' performance or responses.

The author decided to utilize the most commonly committed mistakes by subjects in the development of test items. It was accepted that distractors should be selected by the subjects. If a distractor is not selected by any one, it makes no contribution to the functioning of the item and should be eliminated or revised (Gronlund, 1971, pp. 188-189).

In other words, distractors must be familiar to the subjects before they can serve as reasonable choices. That is why this author preferred to generate these distractors from the subjects themselves and not to rely on some artificially made up distractors. The quickest method was to administer the blank forms of the test and to tabulate the errors which occur most frequently. This provides a series of incorrect responses which are especially plausible for they are in the language of the subjects.

Final Format of Test:

From the frequent errors or incorrect responses made by the subjects, the distractors were selected. Three distractors from the most frequent to the less frequent incorrect responses were chosen, and the fourth alternative was the correct response.

In this concern, it would seem significant to mention that 10 items of the original 40 items selected for Part I of the test (Translation from English into good Arabic) were eliminated and 15 items of the original 45 chosen for part II of the test (Translation from Arabic into good English) were also omitted because some of them were too simple and others were too difficult, viz, the whole sample either got the item correct or got it incorrect.

Finally, the items were assembled into the two parts (I & II) of Tanta University Multiple-Choice Translation Test (See Table 3, 4 and 5).

Experimental Test Administration:

Tanta University Translation Test was administered to 92 college freshmen at Kafr El-Sheikh Faculty of Education on June 6 of 1993. The purpose of this test administration was to: (1) collect item analysis data as that unsatisfactory items could be identified and discarded or revised for use on the final test; (2) calculate the test validity; (3) estimate the test reliability; (4) determine levels of proficiency; and (5) determine the optimum time for the test.

Table 3: Specifications of the Final Form (Part I) of Tanta University Multiple-Choice Translation Test for ESL College Freshmen.

No.	Areas Tested	Item Numbers	Total
1	Some Modes of Address	1, 2	2
2	Travelling	3, 4, 5, 6, 7, 8	6
3	In Town	9, 10, 11, 12	4
4	Shopping	13, 14	2
5	Some Everyday Life Activities	15, 16	2
6	Health	17, 18, 19	3
7	Sports	20, 21	2
8	Amusement	22, 23	2
9	People and Society	24, 25, 26, 27, 28	5
10	News and politics	29, 30	2
Total			30

Table 4: Specifications of the Final Form (Part II) of Tanta University Multiple-Choice Translation Test for ESL College Freshmen.

No.	Areas Tested	Item Numbers	Total
1	Some Modes of Address	1, 2, 3	3
2	Travelling	4, 5, 6	3
3	In Town	7, 8, 9, 10	4
4	Shopping	11, 12	2
5	Some Everyday Life Activities	13, 14	2
6	Health	15, 16, 17	3
7	Sports	18, 19, 20	3
8	Amusement	21, 22, 23, 24	4
9	People and Society	25, 26, 27, 28	4
10	News and politics	29, 30	2
Total			30

Table 5: Tanta University Translation Multiple-Choice Test for ESL College Freshmen (Total of Items).

No.	Areas Tested	Total
1	Some Modes of Address	5
2	Travelling	9
3	In Town	8
4	Shopping	4
5	Some Everyday Life Activities	4
6	Health	6
7	Sports	5
8	Amusement	6
9	People and Society	9
10	News and politics	4
Total		60

Scoring of the Test:

Since there are no computer facilities for the handling of the test data, candidates responses to the test items were recorded on separate answer sheets (See Appendix B) which was then scored by this author using a punched answer key.

J. Item Analysis:

a. Item Difficulty:

To determine the appropriateness of the test items for ESL candidates difficulty indices were calculated for each item using the following formula: D = R/N (Marshall and Hales, 1972, p. 78). Accordingly, the difficulty index for each item is shown in Tables 6 and 7. As a whole, the test items (Part I & II) were found to be of appropriate difficulty as shown in Tables 6 and 7. It seems necessary to point out that Ebel (1965, pp. 55-58) and Lindquist (1951, pp. 20-24). Indicated that items of appropriate difficulty are those with difficulty indices ranging from .30 to .70. See Tables 6 and 7. It is recommended, however, that the starred items in Tables 6 and 7 be polished and revised because of their difficulty.

Table 6: Difficulty Indices for Part I of Tanta University Multiple-choice Translation Test for ESL College Freshmen.

Item No.	Difficulty Index	Item No.	Difficulty Index
1	.70	16	.88*
2	.45	17	.72
3	.69	18	.65
4	.29	19	.20
5	.58	20	.51
6	.75	21	.65
7	.73	22	.90*
8	.92*	23	.70
9	.90*	24	.36
10	.90*	25	.76
11	.71	26	.58
12	.66	27	.53
13	.83	28	.62
14	.49	29	.58
15	.47	30	.80

* The item has to be revised.

Table 7: Difficulty Indices for Part II of Tanta University Multiple-choice Translation Test for ESL College Freshmen.

Item No.	Difficulty Index	Item No.	Difficulty Index
1	.57	16	.59
2	.53	17	.63
3	.39	18	.72*
4	.37	19	.39
5	.71*	20	.70
6	.90*	21	.63
7	.61	22	.32
8	.72	23	.70
9	.57	24	.37
10	.63	25	.59
11	.39	26	.33
12	.50	27	.53
13	.41	28	.76*
14	.44	29	.61
15	.18*	30	.70

* The item has to be revised.

b. Item Discrimination:

Consideration was also given to the items, discriminating power. Generally, the better items display positive high discriminating power, that is, students with high total scores answer the items correctly. Index of discrimination was calculated by using the following equation:

$$D = Ru/Nu - RL/NL$$

$$D = (Ru - RL)/Nu$$

(Marshall and Hales, 1972, p. 82)

On the basis of applying the above equation, results from the item analysis are shown in Tables 8 and 9.

Table 8: Discrimination Indices of Part I of Tanta University Multiple-Choice Translation Test.

Item No.	Discrimination Index	Item No.	Discrimination Index
1	.64	16	.19*
2	.46	17	.40
3	.29	18	.46
4	.38	19	.39
5	.43	20	.48
6	.19*	21	.37
7	.28	22	.17*
8	.18*	23	.55
9	.26	24	.53
10	.16*	25	.38
11	.29	26	.23
12	.33	27	.21
13	.63	28	.57
14	.54	29	.61
15	.46	30	.35

* The item has to be revised.

Table 9: Discrimination Indices of Part II of Tanta University Multiple choice Test.

Item No.	Discrimination Index	Item No.	Discrimination Index
1	.38	16	.47
2	.36	17	.53
3	.43	18	.35
4	.64	19	.51
5	.49	20	.45
6	.18*	21	.50
7	.39	22	.49
8	.15*	23	.35
9	.33	24	.47
10	.64	25	.53
11	.38	26	.61
12	.50	27	.51
13	.46	28	.17*
14	.64	29	.17*
15	.18*	30	.34

* The item has to be revised.

From Tables 8 and 9, the test items are found to be of appropriate discriminating power. Marshall and Hales (1972, p. 83) maintains that items with discriminating indices between .20 and .40 are of some value in discrimination between examinees. Items with

indices between .40 and .60 are good discriminations. Those with indices above .60 are unusually good. This researcher, however, is not completely satisfied with the discriminating power of the starred items in Tables 8 and 9. They have to be revised before the test is administered to any population because it is wasteful to throw away the work that has already been done on the items.

Test Validity:

The validity of the test (Part I and II) was estimated through the use of different procedures.

a. Content Validity:

To provide some evidence of the appropriateness of the test items for assessing ESL candidates translation ability, the test sentences and passages were submitted to a team of language experts for analysis. Further, directions for the test were very specific and a sample item was provided to insure that examinees understood the test directions.

The data obtained from the experimental testing provided additional evidence of the validity of the test. On the basis of experimental testing, difficulty indices were calculated for each test item. The items were shown to be of appropriate difficulty for the student population (See Tables 6 & 7).

b. Intrinsic validity:

A second procedure was utilized to ensure the test validity. This is referred to as the intrinsic validity (El-Sayed, F., 1979, p. 553). The reliability coefficient of the test,

part I was .66, hence the intrinsic validity is .81 whereas the reliability coefficient of the test, part II was .67. Hence, the intrinsic validity is .82.

In addition, a third procedure was employed to ensure the validity of the test. It was using Point Biserial Correlation (El-Sayed, F., 1979, p. 640) as indicated in Tables 10 and 11.

Table 10: Item Validation Using Point Biserial Correlation for Part I of the Test.

Item No.	Discrimination Index	Item No.	Discrimination Index
1	.53*	16	.20
2	.39*	17	.22
3	.26*	18	.45*
4	.24*	19	.53*
5	.44*	20	.49*
6	.22	21	.57*
7	.25*	22	.56*
8	.36*	23	.51*
9	.47*	24	.38*
10	.21	25	.45*
11	.41*	26	.21
12	.44*	27	.23*
13	.56*	28	.52*
14	.60*	29	.39*
15	.42*	30	.61*

* Significant at the 0.05 level.

Table 11: Item Validation Using Point Biserial Correlation for Part II of the Test.

Item No.	Discrimination Index	Item No.	Discrimination Index
1	.38*	16	.42*
2	.37*	17	.37*
3	.23*	18	.52*
4	.61*	19	.44*
5	.46*	20	.58*
6	.22	21	.46*
7	.41*	22	.32*
8	.20	23	.44*
9	.34*	24	.52*
10	.45*	25	.39*
11	.40*	26	.77*
12	.56*	27	.60*
13	.45*	28	.20
14	.49*	29	.22
15	.21	30	.58*

* Significant at the 0.05 level.

It would seem necessary to point out that insignificant test items in Tables 10 and 11 need some sort of polishing and revision. However, the results indicate that the test is a valid measure of ESL candidates translation ability.

Test Reliability:

Since it was not feasible in this research project to administer the same parts of the experimental tests twice, the reliability coefficient reported is based on one administration of one form of the test. Therefore, the reliability was determined through the use of Guttman's equation (El-Sayed, F. 1979, p. 530).

Applying the above mentioned formula, the researcher found that the reliability of part I of the test equals 0.66 which is a respectable and reasonable value for such kind of test. The reliability of part II of the test is 0.67 which is also a reasonable value for this new type of test. To add, the reliability of the two parts of the test indicates that the test provides good assessment of the translation skill.

In adddition, the test items' reliability for parts I and II were also calculated using Modal Probability (El-Sayed, F. 1979, p. 650) as shown in Tables 12 and 13.

Table 12: Item Reliability for Part I of Tanta University Multiple-choice Translation Test.

Item No.	r	Item No.	r
1	.35*	16	.53*
2	.36*	17	.47*
3	.48*	18	.36*
4	.55*	19	.48*
5	.43*	20	.49*
6	.48*	21	.45*
7	.29*	22	.71*
8	.51*	23	.62*
9	.29*	24	.56*
10	.48*	25	.60*
11	.48*	26	.56*
12	.60*	27	.37*
13	.46*	28	.46*
14	.42*	29	.23*
15	.77*	30	.34*

* Significant at the 0.05 level.

Table 13: Item Reliability for Part II of Tanta University Multiple-choice Translation Test.

Item No.	r.	Item No.	r.
1	.31*	16	.62*
2	.45*	17	.44*
3	.40*	18	.45*
4	.64*	19	.75*
5	.33*	20	.39*
6	.36*	21	.46*
7	.58*	22	.56*
8	.49*	23	.49*
9	.56*	24	.55*
10	.71*	25	.29*
11	.53*	26	.67*
12	.46*	27	.28*
13	.62*	28	.56*
14	.34*	29	.23*
15	.42*	30	.60*

* Significant at the 0.05 level.

Determining Proficiency levels:

As was made clear earlier, one objective of this study was to employ the experimental test administration and test results to serve as a basis for determining the different levels of proficiency in translation, that is, beginner, intermediate, and advanced, achieved on the test.

To identify these levels, the following procedures were followed:

a. Z - Score = (Raw Score - Mean)/SD

b. T = 10Z + 50

(El-Sayed, F. 1979, pp. 198-202 and 198-202)

The results of these statistical analyses are shown in Table 14 for Part I of test and Table 15 for Part II.

Table 14: Distribution of Raw Scores and Their Equivalence to T-scores for part I (Translation from English into Arabic).

Raw Scores	T-scores	Raw Scores	T-scores	Raw Scores	T-scores
3	23	8	44	10	53
4	27	8	44	11	57
5	31	8	44	11	57
5	31	8	44	11	57
6	36	9	49*	12	62**
6	36	9	49	12	62
6	36	9	49	12	62
6	36	9	49	12	62
6	36	9	49	12	62
7	40	10	53	13	66
7	40	10	53	13	16
7	40	10	53	13	16
8	44	10	53	13	16
8	44	10	53	13	66
8	44	10	53	14	70***
				14	70

* Indicates a beginner level in tranlastion.
** Indicates an intermediate level in translation.
*** Indicates and advanced level in translation.

Table 15: Distribution of Raw Scores and Their Equivalence to T-scores for part II (Translation from English into Arabic).

Raw Scores	T-scores	Raw Scores	T-scores	Raw Scores	T-scores
3	25	12	46	16	55***
4	29	12	46	16	55
6	32	12	46	16	55
6	32	12	46	16	55
8	36	12	46	17	58
8	36	13	48	17	58
9	39*	13	48	17	58
10	41	13	48	17	58
11	44	14	51	17	58
11	44	14	51	18	60
11	44	14	51	18	60
11	44	14	51	20	65
11	44	15	53	21	67
11	44	15	53	21	67
12	46**	15	53	23	72
				23	72

* Indicates a beginner level in tranlastion.

** Indicates an intermediate level in translation.

*** Indicates and advanced level in translation.

In accordance with the data shown in Tables 14 and 15, the raw scores were divided into three different levels representing three levels of proficiency on Tanta University Multiple-Choice Translation Test under study.

To clarify, it was decided that an ESL learner who earns raw scores ranging from 3 to 8 in Part I and 3 to 11 in Part II will be placed in a beginner level of proficiency, raw scores ranging from 9 to 11 in Part I and 12 to 15 in Part II represent an intermediate level whereas raw scores ranging from 12 to 14 in Part I and 16 to 23 in Part II indicate an advanced level. Stars are placed on Tables 14 and 15 to illustrate these three levels.

In closing, since this test was basically developed for ESL college freshmen, candidates of the English Departments, an advanced level of proficiency seems to be a must for admission to these specialized sections. An advanced level might guarantee that a candidate would perform well in all English-medium classrooms.

Optimum Time Limit:

Tanta University Multiple-choice Translation Test for ESL College Freshmen (Part I and Part II) was administered in two fifty-minutes sessions. However, optimum time limit for use on the final forms of Part I and Part II of the test was based on calculations of the time it took 90 percent (Harris, 1969 and Heaton, 1975) of the examinees to complete each part during the testing sessions. Ninety percent of the examinees completed the entire test parts I and II in about 80 minutes. This author set 90 minutes for the 60 items of Tanta University Multiple-choice Translation Test, including 10 minutes for working on the sample exercise provided and answering any questions asked by the examinees.

A Final Word:

Tanta University Multiple-choice Translation Test seems to have good potential as a translation measure. A caution to keep in mind is that constructing a MC Translation Test is a considerably more complicated procedure than constructing an open-ended translation test. A multiple-choice translation test requires pretesting with an

open-ended task to generate distractors. It is necessary to pretest the multiple-choice version to check item difficulty and discrimination. However, once a valid and reliable multiple-choice translation test is obtained, the time involved in administering and scoring the test should be less. A multiple-choice translation test can be easily hand scored or computer scored. However, since the difficulty indices and validity of some items in part I and others in part II are questioned, this researcher decided to eliminate them. These items were: 6, 10, 16, 17 and 26 in part I and items 6, 8, 15, 28 and 29 in part II. A revised form of both parts of test is available in Appendix (C) in this volume. Hence, the total items of both parts will be 50 instead of 60. In addition, the time allotted for these two parts is 80 minutes instead of 90.

Acknowledgement:

I would like to thank Dr. Said El-Gohary, Associate Professor of Literature, University of Tanta; Dr. Ahmed Thabet, Associate Professor of Linguistics, University of Tanta; Dr. Hany A. Azzer, Associate Professor of Linguistics, University of Tanta for assistance given willingly in test administration. The author is especially grateful to Dr. David Caulfield, Associate Professor of Literature for reading and commenting on an earlier version of this research work and Dr. Leslie A. Palmer, Professor of Testing at Maryland College, Washington DC, the USA.

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Appendix A

Try-Out Parts(I & II) *of Tanta University Translation Test for ESL College Freshmen*

Tanta University
Faculty of Education
Department of Curriculum
and Methods of Teaching
Kafr El-Sheikh

Tanta University Translation Test For ESL College Freshmen

Part I

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Kafr El-Sheikh

1993

Tanta University Translation Test
For ESL College Freshmen

Part I

General Directions:

1- Turn this page when the examiner tells you to do so. This test consists of 40 items and requires no definite working time.
2- Read the directions which are printed at the beginning of the test carefully, and proceed at once to translate the sentences as well as the passages into good Arabic.
3- Translate the sentences/passages very accurately in the blanks provided in your test booklet.
4- No questions may be asked after the examination has begun.
5- Do not talk to any one during the test.
6- If you make a mistake or wish to change an answer be sure to cross out your first translation and then give you new correct answer.

Do not turn this page until you are kindly told to do so.

When you are told to turn the page, read the directions and then go on to the questions.

TRANSLATION TEST
Part I

Directions:

This is a test to show how well you can translate prose sentences(s) or passage(s) from English into good Arabic. You should read the sentence(s) or passages(s) very carefully and then try to translate them into good Arabic as shown in the example given below.

Example:

1. Yesterday evening, I went to Cairo to watch "Hamlet".

Correct answer:

ذهبت مساء أمس الي القاهرة لمشاهدة مسرحية هاملت.

Translate all the sentences of this test in this manner.

Give only one translation for each question.

Translate into good Arabic.

1. Thanks very much for showing me around. I'm really much obliged.
2. I'm so sorry, sir. Please don't hate me. I was a bit nervous.
3. May I give you a hand? Yes, please, I'd be grateful.
4. Have you ever been abroad? No, but I will be going to the States on a government mission.
5. Have you finished with passport formalities? Yes, I have.
6. What is you mother tongue? Arabic.

   Are you a foreigner? I am Egyptian.
7. The Capital is entirely covered by an extensive network of public means of transportation.
8. Indicate your name, nationality, permanent address, place, and date of birth, and sign.
9. I would like to go downtown. Which bus should I take?
10. Does this train go to Tanta? No, but you can transfer at Desouk. There, you catch train No. 33 which goes right there.
11. Good afternoon, sir. May I go through the list of newly-published books? Sure. Here it is.
12. I need an English-Arabic and Arabic-English dictionary. Take "Al-Mawrid" Dictionary. It is the best in my opinion.
13. Take a look at the clock. It is almost half-past nine a.m. Did you go to bed late last night? Yes, I did.
14. The table is set. May I trouble you for a glass of water? You drink like a fish.
15. Good evening. I would like to buy a good watch at a moderate price. I have a modern selection of electric watches.

→→→→

16. Nuclear and atomic wars would destroy the victor and the conquered alike. Through peaceful co-existence, peaceful East-West relations can be developed.

17. I've been told you are going to see you doctor! Don't you feel well? I feel somewhat under the weather.

18. Usually, after an illness the patient suffers weakness. Therefore, during convalescence, one must get nourishment and enough rest.

19. In the hospital there are fixed visiting hours to enable the patients to receive their families.

20. I select a good number of exercises to develop the muscles in the arms, legs, abdomen, neck and chest.

21. The goal keeper fell on his arm. He seems to be seriously wounded.

22. The traffic policeman has written down our car license number. We will have to pay a fine.

23. Could you give me some good instructions about photography?

24. In the summer, open-air movies and theaters are nice places for entertainment.

25. What is your favourite hobby? Painting. I am a first-class painter.

26. After the second act, there will be an intermission of 15 minutes. Fine, we may go then to the cafeteria.

27. Many rehearsals preceed the show.That is why the performance and movements of the actors and actresses are good.

28. Look! The river bank here is most suitable for fishing. Don't we need a license to fish here? No.

29. We would like or remind our listeners that the news in English will be broadcasted at 8:30 p.m., Cairo time.

30. Today, there will be a slight drop in temperature. Good, I have been perspiring very much.

→→→→

31. People should all strive to be good. Evil is obvious and so is goodness. We have to choose our own way.

32. In upper Egypt, there are great temples of the pharaohs, numerous monuments and obelisks.

33. Leaders of rival nations have to exert much effort for the sake of peace.

34. Allow me to congratulate you on your success. Oh, thank you so much.

35. Have you anything to declare? I have only my personal belonging.

36. I intend to travel by air since it is very convenient. Every airline has its own booking office in town.

37. We can change money at airport bank. I'd like to exchange some U.S. Dollars. Please. you 're welcome, sir!

38. The stewardess is you service all the way. Press the button if you want to call her.

39. A practical system has been applied to do away with conductors in the Cairo underground.

40. It is too cold this morning. Don't take a hot shower. I don't like winter at all.

End of Test

جـــامعـة طنـطـا
كلية التربية .فرع كفرالشيخ
قسم المناهج وطرق التدريس

اختبار جامعة طنطا فى الترجمة
لطلاب كلية التربية

الاختبار التجريبي

الجزء الثانى

إعـــداد
الدكتور/ عادل إبراهيم البنا
أستاذ طرق تدريس اللغة الإنجليزية المساعد
ورئيس قسم المناهج وطرق التدريس
كلية التربية بكفرالشيخ - جامعة طنطا

١٩٩٣

اختبار جامعة طنطا فى الترجمة لطلاب كليات التربية
(الجزء الثانى)

تعليمات عامة:

١- هذا الاختبار يتكون من ٤٥ خمس وأربعين عبارة ، والمطلوب منك أن تترجم كل عبارة إلى اللغة الإنجليزية الرسمية.

٢- ليس هناك وقت محدد لهذا الاختبار.

٣- اقرأ التعليمات الموجودة فى بداية الاختبار جيد ثم أبدا فى ترجمة العبارات إلى اللغة الإنجليزية ، ولا تترك أيا منها دون ترجمة.

٤- لا تتحدث مع أى زميل لك فى أثناء الاختبار ، ولا يمكن لك طرح أى سؤال بعد بداية الإمتحان.

٥- عليك أن تعطى ترجمة واحدة فقط لكل عبارة ، وإذا رغبت فى تغيير ترجمتك للعبارة تأكد من شطب الترجمة الأولي.

٦- لا تقلب هذه الورقة حتى يسمح لك بهذا. وعندما يطلب منك أن تقلب الصفحة اقرأ التعليمات وابدأ فورا فى ترجمة العبارات.

ترجم العبارات التاليه الي اللغة الانجليزيه

١- صباح الخير يا سيدى. أرجو لك وقتا ممتعا.

٢- لقد تسلمت حالا هديتك الجميلة. إنى شاكر لك جدا فى الواقع.

٣- لا تضع كل اللوم على إننى لم أرتكب خطأ.

٤- أتتفضل بالحضور لتناول طعام الغذاء معنا يوم الجمعة القادم؟ بكل سرور. ليس لدى مانع على الإطلاق؟.

٥- سأسافر إلى الخارج فى الشهر القادم هل أعددت أمتعتك؟ نعم.

٦- أخشي أن جواز سفرى لم يعد سارى المفعول. ما جنسيتك؟ إننى مصري.

٧- لدى بعض الهدايا العادية فحسب. لا يوجد لدى ما يستوجب الإقرار الجمركى.

٨- أسرعوا إلى الرصيف رقم ٧ عن طريق النفق وإلا فاتنا القطار.

٩- أتريد حجرة لفرد أم حجرة لفرد بحمام أم حجرة لفردين أم حجرة لفردين بحمام.

١٠- هل يمكننى حجز غرفة لمدة ثلاث ليال؟ آسف ، غرفنا محجوزة حتى شهر سبتمبر.

١١- إن مترو الأنفاق يصل إلى أنحاء مدينة القاهرة المختلفة فى دقائق قليلة.

١٢- إذا سمحت. أود أن أفتح حسابا بالبنك. حساب إيداع أم حسابا جاريا.

١٣- فى قسم اللغات: سوف تجد كتبا باللغة الإنجليزية والفرنسية والأسبانية واليابانية..الخ.

١٤- إننى فى حاجة إلى بعض البطاقات البريدية الملونة وبعض البطاقات البريدية غير الملونة أيضا.

١٥- هذا الخطاب تجاوز الوزن المحدد يجب أن تدفع رسما بريدا إضافيا.

١٦- دق المنبة الساعة السادسة تثاءب السيد/ محمد كمال ، ودعك عينيه ، ونام ثانيا.

١٧- إننى لم أستطع النوم جيدا؟ لقد طار النوم وأنا أستمع إلى مشاكلك التى لا تنتهى.

١٨- الساعة الخامسة. حان وقت الشاى. كل شئ معد. الشاى والبسكويت والزبد والمربي.

١٩- لقد أخذت خضروات بما فيه الكفاية إننى أرغب فى شراء ثلاثة كيلو جرامات من البرتقال.

<<<<<<

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٢٠- أرنى من فضلك بعضا من خواتم الخطوبة. بكل سرور. إليك بعضا منها بديع الصنع.

٢١- أود شراء بعض الأدوات الكتابية لدينا تشكيلة عظيمة من أقلام الحبر. أصناف جيدة أعطنى قلم شيفر أو باركر.

٢٢- أيمكنك من فضلك أن تحضر لي حكايات من تأليف شكسبير وقصص روائع المغامرات العالمية. بكل سرور. لدينا نحبة طيبة.

٢٣- ينبغى عليك أن تنام ثمان ساعات كل ليلة وأن تأكل الفواكة والخضروات الطازجة وأن تعرض نفسك لأشعة الشمس والهواء العليل.

٢٤- البرد هو أكثر الأمراض شيوعا فى الشتاء وقد تكون له أحيانا أعراض شديدة.

٢٥- أتتكرم بتحضير هذه الوصفة الطبية ، من فضلك ، بكل سرور هل ستسغرق وقتا طويلا؟ لا.

٢٦- ما رأيك فى الصيد والرماية وركوب الخيل؟ عظيم ولكن فقط للذين يقدرون على تكاليفها.

٢٧- إننى لا أريد أن تفوتنى مباراة اليوم فى كرة القدم لأنها مباراة دولية نهائية.

٢٨- هل معك رخصة للقيادة؟ طبعا إننى أحملها دائما معى. القيادة اليوم ضرورة من ضروريات العصر الحديث.

٢٩- ركوب الدراجة يعتبر من أفضل التمرينات الرياضية ، أليس كذلك؟ أجل. إنه يحرك جميع أجزاء الجسم.

٣٠- ماذا تحب أن تفعل أثناء العطلة؟ أحيانا أتجول أو أصيد السمك أو أقوم برحلات.

٣١- أتحب الروايات ، الكوميدية التراجيدية؟ أحب الكوميدية عموما ، ومتى يبدأ العرض فى دور السينما؟ فى السابعة والنصف عادة ويستمر حتى منتصف الليل.

٣٢- انظر ، إن جمهور المتفرجين يصفق بحماس شديد ، لقد أمضينا وقتا طيبا بحق. إننى لم أذهب إلى أى مكان منذ زمن بعيد.

٣٣- يساعد الراديو والتلفزيون كثيرا على تشكيل عقليات أبنائنا من هذه الناحية ينظر إلى الراديو والتلفزيون على أنهما نعمة.

٣٤- البطاقات المفهرسة مفيدة للغاية إنها تعطى قدرا كبيرا من المعلومات عن كل كتاب مثل أسم المؤلف وعنوان الكتاب ، وتاريخ النشر.

٣٥- إنه خريج جامعة طنطا ويستعد للحصول على درجة الماجستير فى اللغة الإنجليزية. كما أنه يتكلم خمس لغات أجنبية: الفرنسية والأسبانية والإيطالية والألمانية واليابانية.

<<<<<<

٣٦- كيف حال الطقس؟ الجو متقلب جدا. إنها تمطر بغزارة. إننى أرتعش من البرد. إننى لا أحب الشتاء مطلقا.

٣٧- يحصل خريجو الكليات على درجات الليسانس أو البكالوريوس. ويستمر البعض فى دراساتهم للحصول على درجة الدكتوراه.

٣٨- هل لى بإستخدام تليفونك من فضلك؟ بكل سرور. أتريد مكالمة محلية؟ لا ، مكالمة خارجية. الخط مشغول. انتظر دقائق قليلة ثم أطلب الرقم مرة ثانية.

٣٩- ألو ، السيد شادى.؟ أليس هذا رقم ٣٢٣٢٩١؟ لا. الرقم خطأ. آسف.

٤٠- مصر هبة النيل . ولقد عاصر النيل حضارتى مصر القديمة والحديثة ويوجد فى مصر حوالي ثمانون هرما ولكن الثلاثة الموجودة فى الجيزة هى أهمها.

٤١- سقطت طائرة مدنية فوق منطقة آهله بالسكان فى الولايات المتحدة وقتل سبع وسبعون شخصا ، وأصيب مائة فى هذا الحادث المروع.

٤٢- يتعين على جميع الشعوب أن تحترم مبادئ ميثاق هيئة الأمم المتحدة وأن تعمل بها ، وأن تتعاون لبناء مجتمع بأعلي مستوى ممكن للمعيشة.

٤٣- ارتطمت عجلات الطائرة بالأرض برفق وجرت الطائرة بعض الوقت ثم توقفت فى النهاية.

٤٤- إننا سنستقل قطار التاسعة إلى أسوان. أين مكتب التذاكر؟ هناك على الجانب الأيمن بجوار مكتب الاستعلامات.

٤٥- كم يتكلف إرسال هذا الطرد إلى اليابان بطريق الجو؟ وكم يتكلف إرسال بطاقة بريدية إلى المملكة المتحدة.

نهاية الاختبار

Appendix B

- Experimental Parts (I & II) of Tanta university Multiple-Choice Test for ESL College Freshmen.
- Answer Sheet.
- Answer Key.

Tanta University
Faculty of Education
Department of Curriculum
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Kafr El-Sheikh

Tanta University Multiple-Choice Translation Test for ESL College Freshmen

Final Form

Part I

By

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1993

Tanta University Multiple-Choice Translation Test for ESL College Freshmen

General Directions:

1- *This test consists of 60 items and requires approximately 90 minutes of working time. This test has two basic parts (I & II), the first part assesses you ability in translating sentences(s) from English into Arabic whereas part two is concerned with assessing your ability in translating sentence(s) from Arabic into English.*

2- *Read the directions which are printed at the beginning of each part very carefully, and proceed at one to translate the sentences into good Arabic or good English. Do not spend too much time on any one item. There is a time limit for each item.*

3- *No questions may be asked after the examination has begun.*

4- *Do not talk to any one during the test.*

5- *You must mark all your answers on the separate answer sheet you have been given by putting a circle around the same letter (a, b, c, d) as the answer you have chosen.*

6- *Mark only one answer for each question.*

7- *If you make a mistake for wish to change an answer be sure to cross out your first circle and then put another circle around the letter you prefer to give as your correct translation.*

X ✍ Do not turn this page until are kindly told to do so.

When you are told to turn the page, read the directions and then go on to the questions.

Translation Test

Part I

(45 Minutes)

Directions:

This is part I of the translation test. It shows how well you can translate some prose sentences from English into good Arabic. This test consists of 30 items and requires approximately 45 minutes of working time. You should read the sentences very carefully and then try to choose the best translation for each sentence(s). Be sure to circle your answers nicely and carefully on your answer sheet. The sample exercise below shows you how to make your answers on the answer sheet.

Sample Exercise:

1. May I give you a hand? Yes, please, I'd be grateful.

أ - هل من الممكن أن أصافحك؟ نعم من فضلك. سوف أكون شاكرا لك.

ب - أتريد أن أعطيك مساعدة؟ نعم أرجو. وسوف أكون ممتنا لك.

جـ - هل بإمكانى إعطائك أى مساعدة؟ نعم من فضلك. أكون شاركرا لك.

د - أتسمح لى بأن أمد لك يد المساعدة؟ نعم أرجوك. أكون ممتنا لك.

- **الإجابة: أ ، ب ، جـ ، (د)**

ولكى توضح أن (د) هى الترجمة الصحيحة فقد تم وضع دائرة حول حرف الـ (د) كما هو موضح فى المثال الأول. أجب عن كل أسئلة هذ الاختبار بالطريقة نفسها.

لاتقلب هذه الصفحه حتي يسمح لك. ✍ X

Translation Test
Part I

Translate Into Good Arabic by Choosing the Best Translation:

1) Thanks very much for showing me around. I'm really much obliged.

أ - شكرا جزيلا لإرشادى. أنا حقيقة مضطر جدا.
ب - شكرا جزيلا لتوضيحك لى الدوران ، وحقيقة أعتذر كثيرا.
جـ - شكرا جزيلا لمرافقتى فى جولتي. وأنا فى الواقع ممتن لك كثيرا.
د - شكرا جزيلا لتوصيلك لي. إننى حقا ممتن لك كثيرا.

2) I'm so sorry, sir, Please don't hate me. I was a bit nervous.

أ - إننى فى غاية الأسف يا سيدى. أرجو ألا تغضب منى. فلقد كنت متوتر الأعصاب قليلا.
ب - إننى فى غاية الأسف يا سيدى. فلا تكرهنى. فلقد كنت عصبيا للغاية.
جـ - إننى فى غاية الأسف يا سيدى. أرجو ألا تعاتبني. فإننى كنت تعصبا قليلا.
د - إننى متأسف جدا. ومن فضلك لا تلمنى فلقد كنت أعانى من نوبة عصبية.

3) Have you ever been abroad? No, but I will be going to the States on a government mission.

أ - هل كنت مسافرا للخارج؟ لا ولكننى سأذهب إلى الولايات فى طلب بعثة حكومية.
ب - هل سافرت يوما إلى الخارج؟ لا ولكنى ذاهب إلى الولايات المتحدة فى بعثة حكومية.
جـ - هل سبق لك السفر للخارج؟ لا ولكننى قد عزمت على الذهاب إلى الولايات المتحدة فى مهمة حكومية.
د - هل سافرت إلى الخارج من قبل؟ لا ولكننى سوف أذهب إلى المقاطعات فى مهمة حكومية.

4) What is you mother tongue? Arabic. Are you a foreigner? I am Egyptian.

أ - ما لغة والدتك؟ اللغة العربية. هل أنت غريب. إننى مصري.
ب - ما اللغة التى تتحدث بها والدتك؟ العربية. هل أنت أجنبي؟ إننى مصري.
جـ - ما لغة دولتك؟ العربية. هل أنت أجنبي؟ أنامصري.
د - ما لغتك الأم؟ اللغة العربية. هل أنت أجنبي. إننى مصري.

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5) I intend to travel by air since it is very convenient. Every airline has its own booking office in town.

أ - إننى أعتزم السفر بالطائرة منذ أن أصبحت ميسورة جدا. وكل خط طيران له مكتب خاص بالمدينة.

ب - إننى أنوى السفر بالطائرة منذ أن كان مقنعا جدا. فلكل خط جوى مكتب حجز خاص به فى المدينة.

جـ - إننى أعتزم السفر جدا لأنه مريح فلكل شركة طيران مكتب بالمدينة مختص بحجز الأماكن.

د - إننى أنوى السفر جوا منذ أن أصبح منتشرا. والخطوط الجوية لها مكاتب الحجز الخاصة بها فى المدينة.

6) Have you anything to declare? I have only my personal belongings.

أ - ألديك ما يستوجب الإقرار الجمركي؟ لدى لوازمى الشخصية فحسب.

ب - هل لديك أى شئ يمكن توضيحه؟ لدى تبريراتى الشخصية فقط.

جـ - ألديك أى شئ تريد الإفصاح عنه؟ لدى فقط توضيحاتى الخاصة.

د - هل لديك أى شئ تريد أن تعلنه؟ لدى فقط ممتلكاتى الشخصية.

7) We can change money at airport bank. I'd like to exchange some U.S. dollars, please. You're welcome, sir!

أ - نستطيع أن نستبدل العملة فى بنك المطار. أود أن أغيرها إلى بعض الدولارات الأمريكية من فضلك. مرحبا بك يا سيدى.

ب - يمكننا استبدال العملة من بنك المطار. من فضلك إننى أرغب فى استبدال بعض الدولارات الأمريكية. أهلا ومرحبا ياسيدى.

جـ - يمكننا تغيير النقود من بنك المطار. أريد بعض الدولارات الأمريكية من فضلك على الرحب والسعة يا سيدى.

د - نستطيع أن نستبدل النقود فى البنك الخاص بالمطار. إننى أود أن أستبدلها من فضلك. أهلا ومرحبا بك يا سيدى.

8) Does this train go the Tanta/ No, but you can transfer at Desouk. There, you catch train No. 33 which goes right there.

أ - هل يتجه هذا القطار إلى طنطا؟ لا ولكن يمكنك التغيير فى دسوق. وهناك يمكن أن تركب القطار رقم ٣٣ الذى يتجه مباشرة إلى هناك.

ب - هل هذا هو القطار الذى يسافر إلى طنطا؟ لا ولكن من الممكن أن تنتقل إلى دسوق. وهناك تستطيع أن تلحق بالقطار رقم ٣٣ المتجه حقيقة إلى هناك.

جـ - هل هذا القطار يذهب إلى طنطا؟ لا ولكن يمكنك الذهاب إلى دسوق. ومن هناك يمكنك أن تأخذ رقم ٣٣ الذى يذهب مباشرة إلى طنطا.

د - هل يتجه هذا القطار إلى طنطا؟ لا ولكن يمكن أن تنتقل إلى الرصيف هناك وتلحق بالقطار رقم ٣٣ الذى يذهب إلى طنطا فعلا.

9) The capital is entirely covered by an extensive network of public means of transportation.

أ - إن العاصمة مغطاة بشبكة من وسائل المواصلات العامة باهظة الثمن.
ب - إن العاصمة مغطاة تماما بالعمل الجاد المكثف لوسائل النقل العام.
جـ - تغطى جميع أنحاء العاصمة شبكة واسعة من وسائل المواصلات العامة.
د - لقد غطيت العاصمة بشبكة ممتدة من وسائل المواصلات العامة.

10) Indicate you name, nationality, permanent address, place and date of birth, and sign.

أ - اذكر اسمك ، وجنسيتك وعنوانك الخاص ، ومكانك ، وتاريخ ميلادك ، وتوقيعك الخاص.
ب - سجل اسمك وجنسيتك وعنوان العائلة والمكان وتاريخ الميلاد وإشارتك.
جـ - سجل اسمك وجنسيتك وعنوانك الدائم ومحل وتاريخ الميلاد ثم وقع.
د - اذكر اسمك والجنسية والعنوان ومكان الإقامة وتاريخ الميلاد وعلامتك.

11) The traffic policeman has written down our car license number. We will have to pay a fine.

أ - لقد سجل رجل البوليس فى الأسفل رقم رخصة سيارتنا وسنضطر لدفع الغرامة.
ب - لقد دون رجل البوليس رقم رخصة قيادتنا ولابد من دفع الغرامة.
جـ - لقد سجل شرطى المرور رقم رخصة سيارتنا وسنلزم بدفع الغرامة.
د - لقد دون شرطى المرور فى أسفل لوحات سيارتنا وسنضطر لدفع الغرامة.

12) A practical system has been applied to do away with conductors in the Cairo underground.

أ - استخدم أسلوب عملي للاستغناء عن المحصلين فى مترو الأنفاق بالقاهرة.
ب - استخدم النظام العملي للموصل الكهربي فى مترو الأنفاق فى القاهرة.
جـ - طبق أسلوب عملي لضبط المتسللين فى مترو الأنفاق فى القاهرة.
د - نفذ النظام العملي لتسهيل الاتصال بمترو الأنفاق بالقاهرة.

13) Good evening. I would like to buy a good watch at moderate price. I have a modern selection of Quartz watches.

أ - مساء الخير. أريد شراء ساعة متوسطة بسعر معتدل. لدى تشكيلة من الساعات العصرية الحديثة.
ب - مساء الخير. أود شراء ساعة قيمة بسعر معتدل. لدى نخبة حديثة من الساعات الإلكترونية.
جـ - طابت ليلتك. أريد شراء ساعة قيمة بثمن معقول. يوجد لدى مجموعة متنوعة من الساعات الكهربائية.
د - طابت ليلتك. أود شراء ساعة قيمة بسعر عصري مناسب فإننى أمتلك مجموعة عصرية من الساعات الأتوماتيكية.

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14) Good evening, sir. May I go through the list of newly published books? Sure. Here it is.

أ - مساء الخير. هل من الممكن أن أذهب خلال القائمة الجديدة لنشر الكتب. بالتأكيد تفضل.

ب - طاب مساؤك ياسيدى. هل انتهيت من إعداد قائمة الكتب المنشورة حديثا؟ بالتأكيد هاهى.

جـ - مساء الخير. أيمكننى أن أستعرض قائمة الكتب المنشورة حديثا؟ بالتأكيد. ها هى.

د - مساء الخير. أيمكننى أن أستعرض قائمة الكتب المنشورة حديثا؟ بالتأكيد تفضل.

15) Take a look at the clock. It is almost half-past nine a.m.
Did you go to bed late last night? Yes, I did.

أ - الق نظرة على الساعة أنها تقترب من التاسعة والنصف صباحا. أنمت متأخرا ليلة أمس؟ نعم.

ب - أنظر إلى المنبه إنها تمام التاسعة والنصف صباحا. هل نمت متأخرا أمس؟ نعم بالفعل.

جـ - الق نظرة على هذا المنبه. فهى غالبا التاسعة والنصف. هل ذهبت إلى سريرك متأخرا بالليل؟ نعم بالفعل.

د - انظر إلى الساعة. فهى تجاوز التاسعة والنصف مساء. فهل تذهب إلى الفراش متأخرا. نعم هذا ماحدث.

16) The table is set. May I trouble you for a glass of water? You drink like a fish.

أ - إن المنضدة موضوعة فى مكانها. ربما أزعجتك فى طلب كوب ماء؟ إنك تشرب كالسمكه.

ب - إن المنضدة محجوزة. هل يضايقك طلب كوب من الماء؟ إنك تشرب مثل السمكة.

جـ - لقد أنتهت المائدة. هل يزعجك أن أطلب كوبا من الماء؟ إنك تشرب كثيرا جدا.

د - لقد أعدت المائدة. هل يضايقك طلب كوب من الماء؟ إنك تشرب كثيرا جدا.

17) I've been told you are going to see you doctor! Didn't you feel well? I feel somewhat under the weather.

أ - لقد علمت من قبل أنك ستذهب لطبيبك. ألا تشعر بتحسن؟ أنا أشعر بتحسن بعض الشئ فى هذا الطقس.

ب - لقد أخبرتك من قبل أن تذهب لطبيبك. ألا تشعر بتحسن؟ إننى أشعر بإننى أتماثل للشفاء.

جـ - لقد أخبرتك أن تذهب لزيارة طبيبك؟ أشعر ببعض التحسن تحت تأثير هذا الجو.

د - لقد علمت أنك ستذهب لزيارة طبيبك؟ ألا تشعر بتحسن؟ إننى أشعر بوعكة.

18) Usually, after an illness the patient suffers weakness. Therefore, during convalescence, one must get nourishment and enough rest.

أ - فى فترة الشفاء من المرض فإن المريض غالبا ما يعانى من الضعف فى فترة النقاهة ولذلك يجب عليه الانتظام فى تناول الوجبات مع راحة كافية.

ب - غالبا ما يعانى المريض بعد مرضة من ضعف أثناء فترة النقاهة ، ولذلك أثناء فترة النقاهة يجب على الإنسان أن يحصل علىالراحة والاسترخاء التام.

جـ - عادة بعد المرض يعانى المريض من الضعف. ولهذا لابد أثناء فترة النقاهة أن يأخذ المريض حذره ويأخذ قدرا كافيا من الراحة.

د - عادة ما يعانى المريض بعد الشفاء من المرض ببعض الضعف. ولذلك فإنه ينبغى عليه أن يتمتع بتغذية جيدة وراحة كافية فى فترة النقاهة.

19) In the hospital, there are fixed visiting hours to enable the patients to receive their families.

أ - هناك مواعيد محددة فى المستشفيات للزيارة لتمكين المرضي من استقبال عائلاتهم.

ب - فى المستشفي ساعات محددة للزيارة تجعل المرضي غير قادرين على استقبال ذويهم.

جـ - فى المستشفي توجد أوقات منع للزيارة لعدم قدرة المرضى على استقبال عائلاتهم.

د - هناك ساعات فى المستشفيات للزيارة محددة لفترة طويلة مما لا يجعل المرضي قادرين على استقبال أسرهم.

20) I select a good number of exercises to develop the muscles in the arms, legs, abdomen, neck and chest.

أ - لقد اخترت عددا من التمرينات الجيدة لأنمى عضلات اليدين والقدمين والظهر والرقبة والصدر.

ب - إننى أختار عددا كبيرا من التمرينات لتقوية عضلات الذراعين والرجلين والبطن والرقبة والصدر.

جـ - لقد جمعت عددا لا بأس به من التمرينات لكي أنمى العضلات فى الذراع والأرجل والرقبة والأكتاف.

د - إننى أختار عددا كبيرا من التمرينات التى تقوى العضلات فى الأيدى والأقدام والخصر والعمود الفقرى والقفص الصدري.

21) Look! The river bank here is most suitable for fishing. Don't we need a license to fish here? No.

أ - انظر. إن حافة النهر هنا مناسبة جدا للصيد. ألا نحتاج لسنارة لنصطاد هنا؟ لا.

ب - انظر. شاطئ النهر هنا ملائم جدا للصيد. ألا يلزمنا تصريح للصيد هنا؟ بلي.

جـ - انظر. إن ضفة النهر هنا ملائمة جدا للصيد. أيلزمنا أن نحتاج لرخصة لكي نصطاد هنا. لا.

د - انظر. إن شاطئ النهر هنا هو الأكثر مناسبة لكي نصطاد هنا. هل نحتاج إلى تصريح للصيد هنا؟ نعم.

22) After the second act, there will be an intermission of 15 minutes. Fine, we may go then to the cafeteria.

أ - بعد الفصل الثانى ستكون هناك فترة استراحة لمدة ١٥ دقيقة. حسنا ، يمكن أن تذهب إذن إلى الكافتيريا.

ب - بعد المشهد الثانى ستوجد فترة راحة لمدة ١٥ دقيقة. هذا ممتع. ستذهب إلى الكافتيريا بعد ذلك.

جـ - بعد الفصل الثانى سوف يكون هناك فترة استراحة لمدة ١٥ دقيقة. هذا ممتع ، بعد ذلك سوف تذهب إلى الكافتيريا.

د - بعد المشهد الثانى سيكون هناك ١٥ دقيقة للترويح. حسنا. يمكن أن نذهب بعدها إلى الكافتيريا.

23) In the summer, open-air movies and theaters are nice places for entertainment.

أ - فى الصيف دور سينما الهواء الطلق والمسارح المفتوحة تعتبر أماكن جميلة للتسلية.

ب - فى فصل الصيف تحلو التسلية والمتعة فى الهواء الطلق وفى المسارح المفتوحة.

جـ - فى الصيف تعتبر دور السينما الصيفية والمسارح أماكن جميلة للتسلية.

د - فى الصيف تعتبر الأماكن المفتوحة والمسارح من أجمل الأماكن للمتعة والتسلية.

24) We would like to remind our listeners that the news in English will be broadcasted at 8:30 p.m., Cairo time.

أ - نود أن تذكر مستمعينا أن الأخبار الإنجليزية سوف تذاع فى الساعة الثامنة والنصف صباحا بتوقيت القاهرة.

ب - نحن نود أن نذكر مستمعينا أن نشرة الأخبار الإنجليزية سوف تقدم الساعة الثامنة والنصف على إذاعة القاهرة.

جـ - نود أن نذكر مستمعينا بأن الأخبار باللغة الإنجليزية ستذاع فى الساعة الثامنة والنصف مساء بتوقيت القاهرة.

د - نحن نود أن نذكر مستمعينا أن نشرة أخبار اللغة الإنجليزية ستذاع فى تمام الثامنة والنصف قبل منتصف الليل بتوقيت القاهرة.

25) Today, there will be a slight drop in temperature. Good, I have been perspiring very much.

أ - سيكون هناك انخفاض اليوم فى درجات الحرارة. لقد كنت مستعدا لذلك جيدا.

ب - سيكون هناك انخفاض ملحوظ فى درجات الحرارة اليوم. حسنا إننى سأكون مستعدا جدا لذلك.

جـ - سيكون هناك ارتفاع طفيف فى درجة الحرارة اليوم. سوف أكون منتعشا لذلك.

د - سيكون هناك انخفاض طفيف فى درجة الحرارة اليوم. حسنا. إننى أتصبب عرقا.

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26) People should all strive to be good. Evil is obvious and so is goodness. We have to choose our own way.

أ - يجب أن يسعى الناس لفعل الخير. فالشر بين ، والخير بين ، ويجب علينا أن نختار الطريق الصحيح بأنفسنا.

ب - ينبغى أن يكون الناس مجدين متواضعين. فالشرير معروف والطيب معروف ، وعلينا أن نختار من بينهما.

جـ - يجب على الناس أن يجدوا ويجتهدوا ذلك لأن الشر والخير واضحان ، وما علينا إلا أن نميز بينهما.

د - ينبغى أن يسعى الناس جميعا إلى الخير. فالشر بين والخير بين وعلينا أن نختار طريقنا.

27) In Upper Egypt, there are great temples of the Pharaohs, numerous monuments and obelisks.

أ - يوجد فى مصر العليا معابد عظيمة لأجدادنا الفراعنة وآثار عديدة ومومياوات.

ب - فى صعيد مصر معابد عظيمة للفراعنة ومعالم عديدة وتحف كثيرة.

جـ - فى الوجة القبلي ، توجد معابد عظيمة للفراعنة وآثار عديدة ومسلات.

د - يوجد فى الوجة القبلي كثير من المعابد الخاصة بالفراعنة وأعداد هائلة من الآثار والتوابيت.

28) It is too cold this morning. Don't take a hot howler. I don't like winter at all.

أ - إن الجو بارد جدا هذا الصباح. لا تأخذ المعطف الدافئ. إننى لا أفضل الشتاء مطلقا.

ب - الطقس بارد جدا هذا الصباح. لا ترتد الملابس الصيفية. أنا لا أحب الشتاء على الإطلاق.

جـ - إنها برد جدا هذا الصباح. لا تأخذ شيئا ما ساخنا. أنا لا أفضل الشتاء على الأطلاق.

د - إن الجو بارد جدا هذا الصباح. لا تأخذ حماما ساخنا. إننى لا أحب الشتاء مطلقا.

29) Leaders of rival nations have to exert much effort for the sake of peace.

أ - يجب على قادة الدول العظمى أن يبذلوا المزيد من الجهد من أجل تحقيق السلام.

ب - يجب على قادة الشعوب المتنافسة بذل كل محاولة لإقرار السلام.

جـ - يجب على قادة الأمم المتحدة أن يبذلوا قصارى جهودهم للسعى من أجل السلام.

د - يجب على قادة الأمم المحبة للسلام أن يبذلوا كل محاولة من أجل تحقيق السلام.

30) Nuclear and atomic wars would destroy the victor and the conquered alike. Through peaceful co-existence, peaceful East-West relations can be developed.

أ - إن المفاعلات النووية والحروب الذرية ستدمر المنتصر والمهزوم معا. ومن خلال الوجود المتبادل للسلام بين الدول سيعم السلام الشرق والغرب وتنمى علاقاتهما.

ب - إن الحروب النووية والذرية تقضي على المنتصر والمهزوم على حد سواء ، وعن طريق التعايش السلمي يمكن للعلاقات السليمة أن تنمو بين الشرق والغرب.

جـ - إن المفاعلات النووية والحروب الذرية سوف تقوم بتدمير المنتصر قبل المهزوم ، ومن خلال الوجود السليمة يمكن للعلاقات بين الشرق والغرب أن تنمو وتزدهر.

د - إن الحروب النووية والذرية سوف تقضي على الانتصارات والفتوحات على حد سواء. ومن خلال التعايش السلمي نستطيع أن نطور علاقات السلام بين الشرق والغرب.

End of Test

اختبار جامعة طنطا للترجمة
لطلاب الفرقة الأولي بقسم اللغة الإنجليزية
بكليات التربية
(الجزء الأول)

ورقة الإجابة

الاسم: الكلية:

التاريخ: الدرجة:

● ظلل مكان الإجابة الصحيحة

رقم السؤال	الإجابة				قم السؤال	الإجابة			
١	أ	ب	جـ	د	١٦	أ	ب	جـ	د
٢	أ	ب	جـ	د	١٧	أ	ب	جـ	د
٣	أ	ب	جـ	د	١٨	أ	ب	جـ	د
٤	أ	ب	جـ	د	١٩	أ	ب	جـ	د
٥	أ	ب	جـ	د	٢٠	أ	ب	جـ	د
٦	أ	ب	جـ	د	٢١	أ	ب	جـ	د
٧	أ	ب	جـ	د	٢٢	أ	ب	جـ	د
٨	أ	ب	جـ	د	٢٣	أ	ب	جـ	د
٩	أ	ب	جـ	د	٢٤	أ	ب	جـ	د
١٠	أ	ب	جـ	د	٢٥	أ	ب	جـ	د
١١	أ	ب	جـ	د	٢٦	أ	ب	جـ	د
١٢	أ	ب	جـ	د	٢٧	أ	ب	جـ	د
١٣	أ	ب	جـ	د	٢٨	أ	ب	جـ	د
١٤	أ	ب	جـ	د	٢٩	أ	ب	جـ	د
١٥	أ	ب	جـ	د	٣٠	أ	ب	جـ	د

اختبار جامعة طنطا للترجمة
لطلاب الفرقة الأولي بقسم اللغة الإنجليزية

مفتاح الإجابة

١-	جـ	١٦-	ب
٢-	أ	١٧-	جـ
٣-	ب	١٨-	جـ
٤-	د	١٩-	أ
٥-	جـ	٢٠-	ب
٦-	جـ	٢١-	جـ
٧-	أ	٢٢-	د
٨-	د	٢٣-	د
٩-	أ	٢٤-	جـ
١٠-	د	٢٥-	ب
١١-	ب	٢٦-	أ
١٢-	ب	٢٧-	جـ
١٣-	د	٢٨-	ب
١٤-	د	٢٩-	أ
١٥	أ	٣٠-	د

جامعة طنطا
كلية التربية - فرع كفرالشيخ
قسم المناهج وطرق التدريس

اختبار جامعة طنطا فى الترجمة لطلاب الفرقة الأولي بقسم اللغة الإنجليزية

الاختبار التجريبي

الجزء الثانى

إعـــداد
الدكتور/ عادل إبراهيم البنا
أستاذ طرق تدريس اللغة الإنجليزية المساعد
ورئيس قسم المناهج وطرق التدريس
كلية التربية بكفرالشيخ - جامعة طنطا

١٩٩٣

اختبار جامعة طنطا فى الترجمة
لطلاب الفرقة الأولي بقسم اللغة الإنجليزية

(الجزء الثانى)

تعليمات عامة

١- هذا الاختبار يتكون من ثلاثين مفردة والمطلوب منك أن تترجم كل عبارة الى اللغة الإنجليزية وذلك باختيار الإجابة الصحيحة من الإجابات الموجودة (a , b , c , d).

٢- زمن هذا الاختبار خمس وأربعون (٤٥ دقيقة).

٣- اقرأ التعليمات الموجودة فى بداية الاختبار جيدا ثم ابدأ فى اختيار الترجمة الصحيحة من بين الترجمات الموجودة على كل سؤال.

٤- لا تتحدث مع أى زميل لك أثناء الاختبار ولا تطرح أى سؤال بعد بداية الإمتحان.

٥- عليك أن تختار ترجمة واحدة لكل سؤال وإذا رغبت فى تغيير ترجمتك للسؤال تأكد من شطب الترجمةالأولي.

٦- لا تقلب هذه الورقة حتى يسمح لك بهذا ، وعندما يطلب منك أن تقلب الصفحة اقرأ التعليمات وابدأ فورا فى ترجمة العبارات باختيار الترجمة الصحيحة.

٧- هذا الاختبار لا صلة له بالمقررات الدراسية أو تقدمك الدراسي وهو يقيس كفاءتك اللغوية ، وبمثابة تدريب لك.

Translation Test
Part II

Translate into good English by choosing the best translation:

١- تسلمت لتوى هديتك الجميلة. وفى الواقع إننى ممتن لك كثيرا.

a) Immediately, I delivered your nice present. Really many thanks for you.
b) I've just delivered your lovely gift. Actually I'm so thankful for you.
c) Soon, I received your beautiful present. I really thank you very much.
d) I've just received your lovely gift. I'm really much obliged.

٢- لا تلمنى كل هذا اللوم. فإننى لم أرتكب خطأ.

a) Oh! Don't put all the blame on me. I've done nothing wrong.
b) Don't blame. I hasn't done anything wrong .
c) Oh! Don't put all blaming on me. I don't commit a fault.
d) Don't blame me for anything. I don't commit any mistake.

٣- أتتفضل بالحضور لتناول طعام الغذاء معنا يوم الجمعة القادم؟. بكل سرور - ليس لدى مانع على الإطلاق.

a) Could you come, and have lunch with us on the next Friday?
With pleasure. I have no objection, at all.
b) Would you like to have lunch with us on the next Friday?
With pleasure, I will not have mind at all.
c) Come and have lunch with us on the next Friday.
With pleasure. I never mind at all.
d) Would you do me the pleasure of coming to lunch with us next Friday?
With pleasure. I don't mind at all.

٤- سأسافر إلى الخارج فى الشهر القادم. هل أعددت أمتعتك؟ نعم

a) I'll go abroad in the next month. Do you prepare your luggage? Yes, I did.
b) I'm going abroad next month. Have you packed your luggage? Yes, I have.
c) I'll travel to abroad in the next month. Would you prepare your luggage? Yes.
d) I'll go to abroad on the next month. Will you pack your luggage? Yes. I did.

٥- أخشي أن يكون جواز سفرى لم يعد ساري المفعول. ما جنسيتك؟ إننى مصري.

a) I am afraid my passport is no longer valid. What is your nationality? I'm Egyptian.

b) I'm afraid my passport is out of order. What is your nationality? I am Egyptian.

c) I am afraid my passport don't work, what's your nationality. I'm Egyptian.

d) I do fear that my passport is no longer working. What is your nationality? I am Egyptian.

٦- لدى بعض الهدايا العادية فحسب - لا يوجد ما يستوجب الإقرار الجمركي.

a) I have just some normal gifts. I have nothing that worth to pay money for.

b) I have only some of the ordinary presents. I haven't what I should pay for customs.

c) I have only some ordinary gifts. I have nothing to declare.

d) I have some ordinary presents only. I have nothing to deserve the custom costs.

٧- أسرعوا إلى رصيف رقم ٧ عن طريق النفق وإلا فاتنا القطار.

a) Hurry up to platform No. 7, through the tunnel, or else we will miss the train.

b) Hurry fast to the 7th platform by the tunnel otherwise we will miss the train.

c) Hurry up to platform No. 7 by the tunnel otherwise we will loose the train.

d) Hurry to the 7th platform through the underground otherwise we will lose the train.

٨- أيمكننى حجز غرفة لمدة ثلاث ليال؟ آسف ، غرفنا محجوزة حتى شهر سبتمبر.

a) Can I preserve a room for three days. I'm sorry, our rooms occupied until September.

b) Can I book a room for three nights? Sorry, we are booked until September.

c) Would you like to book a room for three nights? I'm sorry, our rooms will be booked till September.

d) Can I preserve a room for three nights? I'm sorry, our rooms are occupied until the month of September.

٩- يصل مترو الإنفاق الإنحاء المختلفة لمدينة القاهرة فى دقائق معدودة.

a) The underground metro reach to the different Cairo sides in few minutes.
b) The underground train joins every place in Cairo in a few minutes.
c) The underground gets to various parts of Cairo in a few minutes.
d) The underground metro relates all Cairo sides in little minutes.

١٠- سنستقل قطار التاسعة إلى طنطا. أين مكتب التذاكر؟ على الجانب الأيمن بجوار مكتب الإستعلامات.

a) We will catch the nine train to Tanta. Where is the tickets office? Here, in the right side besides the information office?
b) We are taking the nine O'clock train to Tanta. Where is the booking-office? There, on the right side, close to the information office.
c) We would catch the ninth O'clock train to Tanta. Where we find the booking office? There , on the right beside the reception office.
d) We will take the train of nine O'clock to Tanta. Where is the tickets office? It is here, in the right side, beside the reception office.

١١- سوف تجد فى قسم اللغات كتبا باللغة الإنجليزية والفرنسية والأسبانية واليابانية ..الخ.

a) In the department of the languages, you may find books are written with English languages, France, Spain and Japanese language.
b) In language section, we can find in English, French, Spanish, and Japan books.
c) In the language section, you will find books in English, French, Spanish, Japanese, etc....
d) In language department you will find much books with English, French, Espain and Japan language, etc.....

١٢- اشتريت خضروات بما فيه الكفاية. وأرغب فى شراء ثلاث كيلو جرامات من البرتقال.

a) I have enough vegetables. I would like to have three kilos of oranges.
b) I had have a lot of vegetables. I want to buy three kilo of oranges.
c) I got lot of vegetables. I want to buy three kilos from oranges.
d) I took sufficient vegetables. I want to buy three kilos from oranges.

١٣- الساعة الآن الخامسة. حان وقت الشاى. كل شئ معد: الشاي والحليب والبسكويت والزبد والعربي.

a) Its five O'clock. Now we should drink tea. Everything is prepared. Tea, milk, biskuits, butter and jam.
b) Five O'clock, it is the time of tea. Everything is ready tea, milk, biskuits, better and jam.
c) Now, the clock is five, so we should drink the tea. Everything is prepared, tea, milk, biscuit and jam.
d) It is five O'clock now. It is time for tea. Everything i ready. Tea, milk, biscuits, butter and jam.

١٤- إننىلم أنم جيدا. لقد فارقنى النوم وأنا أستمع إلى مشاكلك التى لا تنتهى.

a) I can't sleep well. The sleep has gone when I heard to your problems which haven't an end.

b) I didn't enjoy sleeping. The sleep is gone away while I listen to your troubles which don't over.

c) I couldn't sleep very well. Sleeping has gone away while I was hearing to your problems which do not finish.

d) I couldn't sleep well. I lost sleep listening to all of your endless troubles.

١٥- ينبغى أن تنام ثمان ساعات كل ليلة وأن تأكل الفواكه والخضروات الطازجة وأن تعرض نفسك لأشعة الشمس والهواء العليل.

a) You must sleep 8 hours every night, eat fruits and fresh vegetables and show yourself to the sun rays and fresh air.

b) You should sleep eight every night and eat fresh fruits and vegetables. You have to stand under the sun and expose yourself to fresh air.

c) you have to sleep 8 hours every night, eat fresh fruits and fresh vegetables and put yourself in sun rays and open air.

d) You should sleep eight hours every night, eat fresh fruits and vegetables and expose yourself to sunshine and fresh air.

١٦- البرد أكثر الأمراض شيوعا فى فصل الشتاء. وقد تكون له أحيانا أعراض شديدة.

a) Cold is the most commonest disease in the winter. Sometimes it has strong and serious effects.

b) The cold is the most common of all diseases in winter. It may have serious symptoms.

c) The cold is the most famous diseases in winter, and it sometimes have some strong effects.

d) Cold is the most commonly illness in winter. It has sometimes some dangerous symptoms.

١٧- من فضلك ، أتتكرم بتحضير هذه الوصفة الطبية؟ بكل سرور ـ هل ستستغرق وقتا طويلا؟ لا.

a) Excuse me, would you prepare this good description please. With pleasure. Will it take a long time? No.

b) Would you please prepare this medical receipte? With pleasure. Would it take a very long time? No.

c) Would you make this prescription up for me, please? With pleasure. Will it take long? No.

d) Please, would you make this medical description for me? With pleasure. Do you take a very long time? No.

١٨- ما رأيك فى الصيد والرماية وركوب الخيل؟ عظيمة ولكن فقط للذين يقدرون على تكاليفها.

a) What about hunting, shooting, and horse-riding? Good, but only for those who can afford it.

b) What's your opinions on hunting, throwing and riding horses? it is great but only for whom who could pay its costs.

c) What about hunting, shooting and horse-riding. It is good but only for who afford its costs.

d) What's you opinion on fishing, throwing and horse-riding? Good but only to whom who can afford them.

١٩- لا أريد أن تفوتنى مباراة اليوم فىكرة القدم لأنها مباراة دولية نهائية.

a) I don't wish to loose the football match today as it's finally and internationally.

b) I don't want to lose today's match in football because its a final international match.

c) I don't want to miss today's football match because it is an international final match.

d) I don't wish to mess today's football match because it is international and final one.

٢٠- هل معك رخصة للقيادة ؟ بالطبع إننى أحملها معى دائما ، والقيادة اليوم ضرورة من ضروريات العصر الحديث.

a) Have you made a driving license? Of course, I always carry it. Driving is the most necessary thing for our modern age today.

b) Do you have your driving-license with you? Of course. I always carry it with me. Driving is one of the necessary things of the modern age.

c) Do you have a driving license? Yes, Of Course, I bring with me for all times. Driving is one of the necessary thing of the modern age.

d) Do you have a driving license? Surely, I always carry it. Nowadays driving is regarded as one of the modern age essentials.

٢١- ماذا تحب أن تفعل أثناء العطلة؟ أتجول أحيانا أو أصطاد السمك أو أقوم بالرحلات.

a) What would you do in the holidays? Sometimes wondering or catching fish or making tours.

b) What do you like to do during your vacations? Sometimes I wander, fish or go on excursions.

c) What do you like in your vacations? Sometimes walking, hunting fish or making excursions.

d) What's you like to do during the weekend? Sometimes I walk, hunt or make journeys.

٢٢- أتحب الروايات "الكوميدية" أم "التراجيدية"؟ أحب "الكوميدية" عموما. ومتى يبدأ العرض فى دور السينما؟ فى السابعة والنصف.

a) What do you like comic or tragic novels? Generally I like comic ones. Actually the show began at half past seven.

b) Do you like comedy or tragedy novels? I like comic novels. In seven past half, the comedy begin at the movies?

c) What do you like the comedy stories or tragedy stories? I generally like comics. In half past seven the movies will begin.

d) Do you like the comedies or tragedies? I like the comedies, in general. When does the show begin at the movies? Usually at seven-thirty.

٢٣- يساعد الراديو والتلفزيون كثيرا على تشكيل عقليات أبنائنا. ومن هذه الناحية ينظر إليهما على إنهما نعمة.

a) The radio and the TV. help a great deal to mold our children's minds. From this angle, the radio and the TV. are looked upon as a blessing.

b) The radio and TV. helped much in building our children's minds. From this side, radio and TV. are regarded as if they were blessing.

c) The radio and TV. helps the shaping of our son's minds. From this angle, it is looked at the radio and TV. as they are a blessings

d) The radio and the TV. help to mold the minds of our children's a lot. From this side, it has been looked at them as a blessing.

٢٤- البطاقات المفهرسة مفيدة للغاية. إنها تعطى قدرا كبيرا من المعلومات عن كل كتاب مثل اسم المؤلف وعنوان الكتاب ، ومكان وتاريخ النشر.

a) Index cards are very helpful, it gives us a lot of information about every book like the author name the address of the book, the place and date of publishing.

b) Ordered cards are very useful, it gives a great deal of information about the name of and address of author's book, the place and year of publication.

c) Index cards are very helpful. They give a great deal of information about each book such as the author's name, title, place and year of publication.

d) Numbered cards are very useful. It gave us a big amount of information about every book like the authors name, book address and the place and publication date.

٢٥- إنه خريج جامعة طنطا ويستعد للحصول على درجة الماجستير فى اللغة الإنجليزية. كما أنه يتكلم خمس لغات حية.

a) He is Tanta University graduated. He prepared to English. He gained Master of Arts degree in English. In addition, he is talking five living languages.

b) He's from the university of Tanta and prepare himself to get the Majestier Degree of English language. Also, he spoke five living languages.

c) He is a graduate of Tanta university and is now preparing for the Master's Degree in English. In addition, he speaks five living languages.

d) He's graduated from the university of Tanta and now he is prepared to gain the M.A. Degree in English Language. Moreover, he could speak five living languages.

٢٦- كيف حال الطقس اليوم؟ الجو متقلب جدا. فهى تمطر بغزارة وأنا أرتعش من البرد.

a) What about the weather today? it is so unstable. It rains heavily. I'm so cold.

b) How is the weather today? It is very changeable. It's raining heavily. I am shivering with cold.

c) What's about the climate today? The atmosphere is very bad. It's rain heavily. I'm very cold.

d) How about the weather today? The weather isn't good at all. It's been raining heavily. I am checking with cold.

٢٧- من فضلك ، أيمكننى استخدام تليفونك؟ بكل سرور. أتريد مكالمة محلية؟ لا ، مكالمة خارجية. الخط مشغول.

a) Could I use your phone? With pleasure. Do you want a local telephone? No. It's a large distance call. The line is busy.

b) May I use your telephone please? With pleasure. Do you want an inside phone or an outside one? Line is occupied.

c) Please, can I use your phone? With pleasure. Do you want internal or external appeal? Line is busy.

d) May I use your phone, please? With pleasure. Do you want to make a local call? No, a long distance cal¹. The line is busy.

٢٨- مصر هبة النيل. فلقد عاصر النيل حضارتى مصر القديمة والحديثة ويوجد فى مصر حوالى ثمانون هرما.

a) Egypt is the gift of the Nile. The Nile witnessed the civilization of ancient and modern Egypt. There are about eighty pyramids in Egypt.

b) Egypt is the gift of the Nile. The Nile contemporaries the two civilizations of Egypt, the old one and the modern one. In Egypt, there are 80 pyramids.

c) Egypt is the gift of the Nile and it had contemporaried both the old and modern civilizations of Egypt. There are about eighty pyramids in Egypt.

d) Egypt is the gift of the Nile. The Nile passed over Egypt's ancient and modern civilization. There are nearly 80 pyramids in Egypt.

٢٩- سقطت طائرة مدنية فوق منطقة آهلة بالسكان فى الولايات المتحدة وقتل سبع وسبعون شخصا وأصيب مائة فى هذا الحادث المروع.

a) A public plain fell on an inhabited area in the united States. About seventy were killed and a hundred were injured in this terrible accident.

b) A civilized plane dropped on a highly populated area in the U.S.A. and killed seventeen-seven persons and hundreds were wounded in this awful accident.

c) A civil plane crashed over a very popular area in the United States. Seventy-seven persons were killed and hundreds were wounded in this horrible accident.

d) A civil plane crashed over a thickly populated area in the U.S. Seventy-seven persons were reported killed and one hundred injured in this terrible accident.

٣٠- يتعين على جميع الأمم أن تحترم مبادئ ميثاق الأمم المتحدة وأن تعمل بها ، وأن تتعاون لبناء مجتمع على أعلى مستوى ممكن للمعيشة.

a) All nations must respect the principals of the United Nation and do according to it. They should also cooperate for building a new society with high level of living.

b) All nations should respect the United Nation's principle and do with it and cooperate to building a society with the highest possible standard of living.

c) All nations should respect and practice the principles of the United Nations character. They should also cooperate to build a new society that might enjoy the highest possible living standard

d) All nations must respect the principals of the United Nations. They should do with it and also cooperate to build a society with a high standard of living.

❄ نهاية الاختبار ❄

Tanta University Multiple-Choice Translation Test
for ESL College Freshmen

(Part 11)

Translation from Arabic into English

Answer Sheet

Name : Date :

School : Score :

١	a	b	c	d	16	a	b	c	d
2	a	b	c	d	17	a	b	c	d
3	a	b	c	d	18	a	b	c	d
4	a	b	c	d	19	a	b	c	d
5	a	b	c	d	20	a	b	c	d
6	a	b	c	d	21	a	b	c	d
7	a	b	c	d	22	a	b	c	d
8	a	b	c	d	23	a	b	c	d
9	a	b	c	d	24	a	b	c	d
10	a	b	c	d	25	a	b	c	d
11	a	b	c	d	26	a	b	c	d
12	a	b	c	d	27	a	b	c	d
13	a	b	c	d	28	a	b	c	d
14	a	b	c	d	29	a	b	c	d
15	a	b	c	d	30	a	b	c	d

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Tanta University Multiple-Choice Translation Test
for ESL College Freshmen

(Part 11)

Translation from Arabic into English

Answer Sheet

Name : Date :

School : Score :

١	a	b	c	d	16	a	b	c	d
2	a	b	c	d	17	a	b	c	d
3	a	b	c	d	18	a	b	c	d
4	a	b	c	d	19	a	b	c	d
5	a	b	c	d	20	a	b	c	d
6	a	b	c	d	21	a	b	c	d
7	a	b	c	d	22	a	b	c	d
8	a	b	c	d	23	a	b	c	d
9	a	b	c	d	24	a	b	c	d
10	a	b	c	d	25	a	b	c	d
11	a	b	c	d	26	a	b	c	d
12	a	b	c	d	27	a	b	c	d
13	a	b	c	d	28	a	b	c	d
14	a	b	c	d	29	a	b	c	d
15	a	b	c	d	30	a	b	c	d

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Tanta University Multiple Choice Translation Test
for ESL College Freshmen

(Part 11)

Translation from Arabic into English

Answer Key

1	d	16	d
2	a	17	c
3	d	18	a
4	b	19	c
5	a	20	b
6	c	21	b
7	a	22	d
8	b	23	a
9	c	24	c
10	b	25	c
11	c	26	b
12	a	27	d
13	d	28	a
14	d	29	d
15	d	30	c

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Tanta University Multiple Choice Translation Test
for ESL College Freshmen

(Part 11)

Translation from Arabic into English

Answer Key

1	d	16	d
2	a	17	c
3	d	18	a
4	b	19	c
5	a	20	b
6	c	21	b
7	a	22	d
8	b	23	a
9	c	24	c
10	b	25	c
11	c	26	b
12	a	27	d
13	d	28	a
14	d	29	d
15	d	30	c

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Appendix C

- Revised Forms of Part I and II of Tanta University Multiple- Choice Translation Test for ESL College Freshmen

Tanta University
Faculty of Education
Department of Curriculum
and Methods of Teaching
Kafr El-Sheikh

Tanta University Multiple-Choice Translation Test for ESL College Freshmen

Revised Form

Part I

By

Adel Ibrahim El-Banna Ph.D
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Faculty of Education
Kafr El-Sheikh

1993

Tanta University Multiple-Choice Translation Test for ESL College Freshmen

General Directions:

1- *This test consists of 50 items and requires approximately 80 minutes of working time. This test has two basic parts (I & II), the first part assesses you ability in translating sentences(s) from English into Arabic whereas part two is concerned with assessing your ability in translating sentence(s) from Arabic into English.*

2- *Read the directions which are printed at the beginning of each part very carefully, and proceed at one to translate the sentences into good Arabic or good English. Do not spend too much time on any one item. There is a time limit for each item.*

3- *No questions may be asked after the examination has begun.*

4- *Do not talk to any one during the test.*

5- *You must mark all your answers on the separate answer sheet you have been given by putting a circle around the same letter (a, b, c, d) as the answer you have chosen.*

6- *Mark only one answer for each question.*

7- *If you make a mistake for wish to change an answer be sure to cross out your first circle and then put another circle around the letter you prefer to give as your correct translation.*

X ✍ Do not turn this page until are kindly told to do so.

When you are told to turn the page, read the directions and then go on to the questions.

Translation Test

Part I

(40 Minutes)

Directions:

This is part I of the translation test. It shows how well you can translate some prose sentences from English into good Arabic. This test consists of 25 items and requires approximately 40 minutes of working time. You should read the sentences very carefully and then try to choose the best translation for each sentence(s). Be sure to circle your answers nicely and carefully on your answer sheet. The sample exercise below shows you how to make your answers on the answer sheet.

Sample Exercise:

1. May I give you a hand? Yes, please, I'd be grateful.

أ - هل من الممكن أن أصافحك؟ نعم من فضلك. سوف أكون شاكرا لك.

ب - أتريد أن أعطيك مساعدة؟ نعم أرجو. وسوف أكون ممتنا لك.

جـ - هل بإمكانى إعطائك أى مساعدة؟ نعم من فضلك. أكون شاركرا لك.

د - أتسمح لى بأن أمد لك يد المساعدة؟ نعم أرجوك. أكون ممتنا لك.

- الإجابة: (أ) ، (ب) ، (جـ) ، (د)

ولكى توضح أن (د) هى الترجمة الصحيحة فقد تم وضع دائرة حول حرف الـ (د) كما هو موضح فى المثال الأول. أجب عن كل أسئلة هذ الاختبار بالطريقة نفسها.

X لاتقلب هذه الصفحه حتي يسمح لك.

Translation Test "*Revised Form*"
Part I

Translate Into Good Arabic by Choosing the Best Translation:

1) Thanks very much for showing me around. I'm really much obliged.

أ - شكرا جزيلا لإرشادى. أنا حقيقة مضطر جدا.

ب - شكرا جزيلا لتوضيحك لى الدوران ، وحقيقة أعتذر كثيرا.

جـ - شكرا جزيلا لمرافقتى فى جولتي. وأنا فى الواقع ممتن لك كثيرا.

د - شكرا جزيلا لتوصيلك لي. إننى حقا ممتن لك كثيرا.

2) I'm so sorry, sir, Please don't hate me. I was a bit nervous.

أ - إننى فى غاية الأسف يا سيدى. أرجو ألا تغضب منى. فلقد كنت متوتر الأعصاب قليلا.

ب - إننى فى غاية الأسف يا سيدى. فلا تكرهنى. فلقد كنت عصبيا للغاية.

جـ - إننى فى غاية الأسف يا سيدى. أرجو ألا تعاتبني. فإننى كنت متعصبا قليلا.

د - إننى متأسف جدا. ومن فضلك لا تلمنى فلقد كنت أعانى من نوبة عصبية.

3) Have you ever been abroad? No, but I will be going to the States on a government mission.

أ - هل كنت مسافرا للخارج؟ لا ولكننى سأذهب إلى الولايات فى طلب بعثة حكومية.

ب - هل سافرت يوما إلى الخارج؟ لا ولكنى ذاهب إلى الولايات المتحدة فى بعثة حكومية.

جـ - هل سبق لك السفر للخارج؟ لا ولكننى قد عزمت على الذهاب إلى الولايات المتحدة فى مهمة حكومية.

د - هل سافرت إلى الخارج من قبل؟ لا ولكننى سوف أذهب إلى المقاطعات فى مهمة حكومية.

4) What is you mother tongue? Arabic. Are you a foreigner? I am Egyptian.

أ - ما لغة والدتك؟ اللغة العربية. هل أنت غريب. إننى مصري.

ب - ما اللغة التى تتحدث بها والدتك؟ العربية. هل أنت أجنبي؟ إننى مصري.

جـ - ما لغة دولتك؟ العربية. هل أنت أجنبي؟ أنامصري.

د - ما لغتك الأم؟ اللغة العربية. هل أنت أجنبي. إننى مصري.

5) I intend to travel by air since it is very convenient. Every airline has its own booking office in town.

أ - إننى إعتزم السفر بالطائرة منذ أن أصبحت ميسورة جدا. وكل خط طيران له مكتب خاص بالمدينة.

ب - إننى أنوى السفر بالطائرة منذ أن كان مقنعا جدا. فلكل خط جوى مكتب حجز خاص به فى المدينة.

جـ - إننى أعتزم السفر جدا لأنه مريح فلكل شركة طيران مكتب بالمدينة مختص بحجز الأماكن.

د - إننى أنوى السفر جوا منذ أن أصبح منتشرا. والخطوط الجوية لها مكاتب الحجز الخاصة بها فى المدينة.

6) We can change money at airport bank. I'd like to exchange some U.S. dollars, please. You're welcome, sir!

أ - نستطيع أن نستبدل العملة فى بنك المطار. أود أن أغيرها إلى بعض الدولارات الأمريكية من فضلك. مرحبا بك يا سيدى.

ب - يمكننا استبدال العملة من بنك المطار. من فضلك إننى أرغب فى إستبدال بعض الدولارات الأمريكية. أهلا ومرحبا ياسيدى.

جـ - يمكننا تغيير النقود من بنك المطار. أريد بعض الدولارات الأمريكية من فضلك على الرحب والسعة يا سيدى.

د - نستطيع أن نستبدل النقود فى البنك الخاص بالمطار. إننى أود أن أستبدلها من فضلك. أهلا ومرحبا بك يا سيدى.

7) Does this train go the Tanta/ No, but you can transfer at Desouk. There, you catch train No. 33 which goes right there.

أ - هل يتجه هذا القطار إلى طنطا؟ لا ولكن يمكنك التغيير فى دسوق. وهناك يمكن أن تركب القطار رقم ٣٣ الذى يتجة مباشرة إلى هناك.

ب - هل هذا هو القطار الذى يسافر إلى طنطا؟ لا ولكن من الممكن أن تنتقل إلى دسوق. وهناك تستطيع أن تلحق بالقطار رقم ٣٣ المتجة حقيقة إلى هناك.

جـ - هل هذا القطار يذهب إلى طنطا؟ لا ولكن يمكنك الذهاب إلى دسوق. ومن هناك يمكنك أن تأخذ رقم ٣٣ الذى يذهب مباشرة إلى طنطا.

د - هل يتجة هذا القطار إلى طنطا؟ لا ولكن يمكن أن تنتقل إلى الرصيف هناك وتلحق بالقطار رقم ٣٣ الذى يذهب إلى طنطا فعلا.

8) The capital is entirely covered by an extensive network of public means of transportation.

أ - إن العاصمة مغطاة بشبكة من وسائل المواصلات العامة باهظة الثمن.

ب - إن العاصمة مغطاة تماما بالعمل الجاد المكثف لوسائل النقل العام.

جـ - تغطى جميع أنحاء العاصمة شبكة واسعة من وسائل المواصلات العامة.

د - لقد غطيت العاصمة بشبكة ممتدة من وسائل المواصلات العامة.

9) The traffic policeman has written down our car license number. We will have to pay a fine.

أ - لقد سجل رجل البوليس فى الأسفل رقم رخصة سيارتنا وسنضطر لدفع الغرامة.
ب - لقد دون رجل البوليس رقم رخصة قيادتنا ولابد من دفع الغرامة.
جـ - لقد سجل شرطى المرور رقم رخصة سيارتنا وسنلزم بدفع الغرامة.
د - لقد دون شرطى المرور فى أسفل لوحات سيارتنا وسنضطر لدفع الغرامة.

10) A practical system has been applied to do away with conductors in the Cairo underground.

أ - إستخدم أسلوب عملي للاستغناء عن المحصلين فى مترو الأنفاق بالقاهرة.
ب - استخدم النظام العملي للموصل الكهربي فى مترو الأنفاق فى القاهرة.
جـ - طبق أسلوب عملي لضبط المتسللين فى مترو الأنفاق فى القاهرة.
د - نفذ النظام العملي لتسهيل الاتصال بمترو الأنفاق بالقاهرة.

11) Good evening. I would like to buy a good watch at moderate price. I have a modern selection of Quartz watches.

أ - مساء الخير. أريد شراء ساعة متوسطة بسعر معتدل. لدى تشكيلة من الساعات العصرية الحديثة.
ب - مساء الخير. أود شراء ساعة قيمة بسعر معتدل. لدى نخبة حديثة من الساعات الإلكترونية.
جـ - طابت ليلتك. أريد شراء ساعة قيمة بثمن معقول. يوجد لدى مجموعة متنوعة من الساعات الكهربائية.
د - طابت ليلتك. أود شراء ساعة قيمة بسعر عصري مناسب فإننى أمتلك مجموعة عصرية من الساعات الأتوماتيكية.

12) Good evening, sir. May I go through the list of newly published books? Sure. Here it is.

أ - مساء الخير. هل من الممكن أن أذهب خلال القائمة الجديدة لنشر الكتب. بالتأكيد تفضل.
ب - طاب مساؤك ياسيدى. هل انتهيت من إعداد قائمة الكتب المنشورة حديثا؟ بالتأكيد هاهى.
جـ - مساء الخير. أيمكننى أن أستعرض قائمة الكتب المنشورة حديثا؟ بالتأكيد. ها هى.
د - مساء الخير. أيمكننى أن أستعرض قائمة الكتب المنشورة حديثا؟ بالتأكيد تفضل.

13) Take a look at the clock. It is almost half-past nine a.m.
Did you go to bed late last night? Yes, I did.

أ - الق نظرة على الساعة أنها تقترب من التاسعة والنصف صباحا. أنمت متأخرا ليلة أمس؟ نعم.

ب - أنظر إلى المنبه إنها تمام التاسعة والنصف صباحا. هل نمت متأخرا أمس؟ نعم بالفعل.

جـ - الق نظرة على هذا المنبه. فهى غالبا التاسعة والنصف. هل ذهبت إلى سريرك متأخرا بالليل؟ نعم بالفعل.

د - انظر إلى الساعة. فهى تجاوز التاسعة والنصف مساء. فهل تذهب إلى الفراش متأخرا. نعم هذا ماحدث.

14) Usually, after an illness the patient suffers weakness. Therefore, during convalescence, one must get nourishment and enough rest.

أ - فى فترة الشفاء من المرض فإن المريض غالبا ما يعانى من الضعف فى فترة النقاهة ولذلك يجب عليه الانتظام فى تناول الوجبات مع راحة كافية.

ب - غالبا ما يعانى المريض بعد مرضة من ضعف أثناء فترة النقاهة ، ولذلك أثناء فترة النقاهة يجب على الإنسان أن يحصل علىالراحة والاسترخاء التام.

جـ - عادة بعد المرض يعانى المريض من الضعف. ولهذا لابد أثناء فترة النقاهة أن يأخذ المريض حذره ويأخذ قدرا كافيا من الراحة.

د - عادة ما يعانى المريض بعد الشفاء من المرض ببعض الضعف. ولذلك فإنه ينبغى عليه أن يتمتع بتغذية جيدة وراحة كافية فى فترة النقاهة.

15) In the hospital, there are fixed visiting hours to enable the patients to receive their families.

أ - هناك مواعيد محددة فى المستشفيات للزيارة لتمكين المرضي من استقبال عائلاتهم.

ب - فى المستشفي ساعات محددة للزيارة تجعل المرضي غير قادرين على استقبال ذويهم.

جـ - فى المستشفي توجد أوقات منع للزيارة لعدم قدرة المرضى على استقبال عائلاتهم.

د - هناك ساعات فى المستشفيات للزيارة محددة لفترة طويلة مما لا يجعل المرضي قادرين على استقبال أسرهم.

16) I select a good number of exercises to develop the muscles in the arms, legs, abdomen, neck and chest.

أ - لقد اخترت عددا من التمرينات الجيدة لأنمى عضلات اليدين والقدمين والظهر والرقبة والصدر.

ب - إننى أختار عددا كبيرا من التمرينات لتقوية عضلات الذراعين والرجلين والبطن والرقبة والصدر.

جـ - لقد جمعت عددا لا بأس به من التمرينات لكي أنمى العضلات فى الذراع والأرجل والرقبة والأكتاف.

د - إننى أختار عددا كبيرا من التمرينات التى تقوى العضلات فى الأيدى والأقدام والخصر والعمود الفقرى والقفص الصدري.

17) Look! The river bank here is most suitable for fishing. Don't we need a license to fish here? No.

أ - انظر. إن حافة النهر هنا مناسبة جدا للصيد. ألا نحتاج لسنارة لنصطاد هنا؟ لا.

ب - انظر. شاطئ النهر هنا ملائم جدا للصيد. ألا يلزمنا تصريح للصيد هنا؟ بلي.

جـ - انظر. إن ضفة النهر هنا ملائمة جدا للصيد. أيلزمنا أن نحتاج لرخصة لكي نصطاد هنا. لا.

د - انظر. إن شاطئ النهر هنا هو الأكثر مناسبة لكي نصطاد هنا. هل نحتاج إلى تصريح للصيد هنا؟ نعم.

18) After the second act, there will be an intermission of 15 minutes. Fine, we may go then to the cafeteria.

أ - بعد الفصل الثانى ستكون هناك فترة أستراحة لمدة ١٥ دقيقة. حسنا ، يمكن أن نذهب إذن إلى الكافتيريا.

ب - بعد المشهد الثانى ستوجد فترة راحة لمدة ١٥ دقيقة. هذا ممتع. ستذهب إلى الكافتيريا بعد ذلك.

جـ - بعد الفصل الثانى سوف يكون هناك فترة استراحة لمدة ١٥ دقيقة. هذا ممتع ، بعد ذلك سوف تذهب إلى الكافتيريا.

د - بعد المشهد الثانى سيكون هناك ١٥ دقيقة للترويح. حسنا. يمكن أن نذهب بعدها إلى الكافتيريا.

19) In the summer, open-air movies and theaters are nice places for entertainment.

أ - فى الصيف دور سينما الهواء الطلق والمسارح المفتوحة تعتبر أماكن جميلة للتسلية.

ب - فى فصل الصيف تحلو التسلية والمتعة فى الهواء الطلق وفى المسارح المفتوحة.

جـ - فى الصيف تعتبر دور السينما الصيفية والمسارح أماكن جميلة للتسلية.

د - فى الصيف تعتبر الأماكن المفتوحة والمسارح من أجمل الأماكن للمتعة والتسلية.

20) We would like to remind our listeners that the news in English will be broadcasted at 8:30 p.m., Cairo time.

أ - نود أن تذكر مستمعينا أن الأخبار الإنجليزية سوف تذاع فى الساعة الثامنة والنصف صباحا بتوقيت القاهرة.

ب - نحن نود أن نذكر مستمعينا أن نشرة الأخبار الإنجليزية سوف تقدم الساعة الثامنة والنصف على إذاعة القاهرة.

جـ - نود أن نذكر مستمعينا بأن الأخبار باللغة الإنجليزية ستذاع فى الساعة الثامنة والنصف مساء بتوقيت القاهرة.

د - نحن نود أن نذكر مستمعينا أن نشرة أخبار اللغة الإنجليزية ستذاع فى تمام الثامنة والنصف قبل منتصف الليل بتوقيت القاهرة.

21) Today, there will be a slight drop in temperature. Good, I have been perspiring very much.

أ - سيكون هناك انخفاض اليوم فى درجات الحرارة. لقد كنت مستعدا لذلك جيدا.

ب - سيكون هناك انخفاض ملحوظ فى درجات الحرارة اليوم. حسنا إننى سأكون مستعدا جدا لذلك.

جـ - سيكون هناك ارتفاع طفيف فى درجة الحرارة اليوم. سوف أكون منتعشا لذلك.

د - سيكون هناك انخفاض طفيف فى درجة الحرارة اليوم. حسنا. إننى أتصبب عرقا.

22) In Upper Egypt, there are great temples of the Pharaohs, numerous monuments and obelisks.

أ - يوجد فى مصر العليا معابد عظيمة لأجدادنا الفراعنة وآثار عديدة ومومياوات.

ب - فى صعيد مصر معابد عظيمة للفراعنة ومعالم عديدة وتحف كثيرة.

جـ - فى الوجة القبلي ، توجد معابد عظيمة للفراعنة وآثار عديدة ومسلات.

د - يوجد فى الوجة القبلي كثير من المعابد الخاصة بالفراعنة وأعداد هائلة من الآثار والتوابيت.

23) It is too cold this morning. Don't take a hot howler. I don't like winter at all.

أ - إن الجو بارد جدا هذا الصباح. لا تأخذ المعطف الدافئ. إننى لا افضل الشتاء مطلقا.

ب - انطقس بارد جدا هذا الصباح. لا ترتد الملابس الصيفية. أنا لا أحب الشتاء على الإطلاق.

جـ - إنها برد جدا هذا الصباح. لا تأخذ شيئا ما ساخنا. أنا لا أفضل الشتاء على الأطلاق.

د - إن الجو بارد جدا هذا الصباح. لا تأخذ حماما ساخنا. إننى لا أحب الشتاء مطلقا.

24) Leaders of rival nations have to exert much effort for the sake of peace.

أ - يجب على قادة الدول العظمى أن يبذلوا المزيد من الجهد من أجل تحقيق السلام.

ب - يجب على قادة الشعوب المتنافسة بذل كل محاولة لإقرار السلام.

جـ - يجب على قادة الأمم المتحدة أن يبذلوا قصارى جهودهم للسعى من أجل السلام.

د - يجب على قادة الأمم المحبة للسلام أن يبذلوا كل محاولة من أجل تحقيق السلام.

25) Nuclear and atomic wars would destroy the victor and the conquered alike. Through peaceful co-existence, peaceful East-West relations can be developed.

أ - إن المفاعلات النووية والحروب الذرية ستدمر المنتصر والمهزوم معا. ومن خلال الوجود المتبادل للسلام بين الدول سيعم السلام الشرق والغرب وتنمى علاقاتهما.

ب - إن الحروب النووية والذرية تقضي على المنتصر والمهزوم على حد سواء ، وعن طريق التعايش السلمي يمكن للعلاقات السليمة أن تنمو بين الشرق والغرب.

جـ - إن المفاعلات النووية والحروب الذرية سوف تقوم بتدمير المنتصر قبل المهزوم ، ومن خلال الوجود السلمي يمكن للعلاقات بين الشرق والغرب أن تنمو وتزدهر.

د - إن الحروب النووية والذرية سوف تقضي على الانتصارات والفتوحات على حد سواء. ومن خلال التعايش السلمي نستطيع أن نطور علاقات السلام بين الشرق والغرب.

End of Test

جامعة طنطا
كلية التربية . فرع كفرالشيخ
قسم المناهج وطرق التدريس

اختبار جامعة طنطا فى الترجمة لطلاب الفرقة الأولي بقسم اللغة الإنجليزية

الجزء الثانى

النسخه المنقحه

إعـــداد
الدكتور/ عادل إبراهيم البنا
أستاذ طرق تدريس اللغة الإنجليزية المساعد
ورئيس قسم المناهج وطرق التدريس
كلية التربية بكفرالشيخ - جامعة طنطا

١٩٩٣

أختبار جامعة طنطا فى الترجمة
لطلاب الفرقة الأولي بقسم اللغة الإنجليزية

(الجزء الثانى)

(نسخة منقحة)

تعليمات عامة

١- هذا الاختبار يتكون من خمس وعشرين مفردة والمطلوب منك أن تترجم كل عبارة إلى اللغة الإنجليزية وذلك بإختيار الإجابة الصحيحة من الإجابات الموجودة (a , b , c , d).

٢- زمن هذا الاختبار أربعون (٤٠ دقيقة).

٣- أقرأ التعليمات الموجودة فى بداية الاختبار جيدا ثم أبدأ فى اختيار الترجمة الصحيحة من بين الترجمات الموجودة على كل سؤال.

٤- لا تتحدث مع أى زميل لك أثناء الأختبار ولا تطرح أى سؤال بعد بداية الإمتحان.

٥- عليك أن تختار ترجمة واحدة لكل سؤال وإذا رغبت فى تغيير ترجمتك للسؤال تأكد من شطب الترجمةالأولي.

٦- لا تقلب هذه الورقة حتى يسمح لك بهذا ، وعندما يطلب منك أن تقلب الصفحة أقرأ التعليمات وأبدأ فورا فى ترجمة العبارات باختيار الترجمة الصحيحة.

٧- هذا الاختبار لا صلة له بالمقررات الدراسية أو تقدمك الدراسي وهو يقيس كفاءتك اللغوية ، وبمثابة تدريب لك.

Translation Test "*Revised Form*"

Part II

Translate into good English by choosing the best translation:

١- تسامت لتوى هديتك الجميلة. وفى الواقع إننى ممتن لك كثيرا.

a) Immediately, I delivered your nice present. Really many thanks for you.
b) I've just delivered your lovely gift. Actually I'm so thankful for you.
c) Soon, I received your beautiful present. I really thank you very much.
d) I've just received your lovely gift. I'm really much obliged.

٢- لا تلمنى كل هذا اللوم. فإننى لم أرتكب خطأ.

a) Oh! Don't put all the blame on me. I've done nothing wrong.
b) Don't blame. I hasn't done anything wrong .
c) Oh! Don't put all blaming on me. I don't commit a fault.
d) Don't blame me for anything. I don't commit any mistake.

٣- أتتفضل بالحضور لتناول طعام الغذاء معنا يوم الجمعة القادم؟. بكل سرور - ليس لدى مانع على الإطلاق.

a) Could you come, and have lunch with us on the next Friday?
With pleasure, I have no objection, at all.
b) Would you like to have lunch with us on the next Friday?
With pleasure, I will not have mind at all.
c) Come and have lunch with us on the next Friday.
With pleasure. I never mind at all.
d) Would you do me the pleasure of coming to lunch with us next Friday?
With pleasure. I don't mind at all.

٤- سأسافر إلى الخارج فى الشهر القادم. هل أعددت أمتعتك؟ نعم

a) I'll go abroad in the next month. Do you prepare your luggage? Yes, I did.
b) I'm going abroad next month. Have you packed your luggage? Yes, I have.
c) I'll travel to abroad in the next month. Would you prepare your luggage? Yes.
d) I'll go to abroad on the next month. Will you pack your luggage? Yes, I did.

٥- أخشي أن يكون جواز سفرى لم يعد ساري المفعول. ما جنسيتك؟ إننى مصري.

a) I am afraid my passport is no longer valid. What is your nationality? I'm Egyptian.
b) I'm afraid my passport is out of order. What is your nationality? I am Egyptian.
c) I am afraid my passport don't work, what's your nationality. I'm Egyptian.
d) I do fear that my passport is no longer working. What is your nationality? I am Egyptian.

٦- أسرعوا إلى رصيف رقم ٧ عن طريق النفق وإلا فاتنا القطار.

a) Hurry up to platform No. 7, through the tunnel, or else we will miss the train.
b) Hurry fast to the 7th platform by the tunnel otherwise we will miss the train.
c) Hurry up to platform No. 7 by the tunnel otherwise we will loose the train.
d) Hurry to the 7th platform through the underground otherwise we will lose the train.

٧- يصل مترو الإنفاق الإتحاء المختلفة لمدينة القاهرة فى دقائق معدودة.

a) The underground metro reach to the different Cairo sides in few minutes.
b) The underground train joins every place in Cairo in a few minutes.
c) The underground gets to various parts of Cairo in a few minutes.
d) The underground metro relates all Cairo sides in little minutes.

٨- سنستقل قطار التاسعة إلى طنطا. أين مكتب التذاكر؟ على الجانب الأيمن بجوار مكتب الإستعلامات.

a) We will catch the nine train to Tanta. Where is the tickets office? Here, in the right side besides the information office?
b) We are taking the nine O'clock train to Tanta. Where is the booking-office? There, on the right side, close to the information office.
c) We would catch the ninth O'clock train to Tanta. Where we find the booking office? There , on the right beside the reception office.
d) We will take the train of nine O'clock to Tanta. Where is the tickets office? It is here, in the right side, beside the reception office.

٩- سوف تجد فى قسم اللغات كتبا باللغة الإنجليزية والفرنسية والأسبانية واليابانية ..الخ.

a) In the department of the languages, you may find books are written with English languages, France, Spain and Japanese language.
b) In language section, we can find in English, French, Spanish, and Japan books.
c) In the language section, you will find books in English, French, Spanish, Japanese, etc....
d) In language department you will find much books with English, French, Espain and Japan language, etc.....

١٠- أشتريت خضروات بما فيه الكفاية. وأرغب فى شراء ثلاث كيلو جرامات من البرتقال.

a) I have enough vegetables. I would like to have three kilos of oranges.
b) I had have a lot of vegetables. I want to buy three kilo of oranges.
c) I got lot of vegetables. I want to buy three kilos from oranges.
d) I took sufficient vegetables. I want to buy three kilos from oranges.

١١- الساعة الآن الخامسة. حان وقت الشاى. كل شئ معد: الشاي والحليب والبسكويت والزبد والمربي.

a) Its five O'clock. Now we should drink tea. Everything is prepared. Tea, milk, biskuits, butter and jam.
b) Five O'clock, it is the time of tea. Everything is ready tea, milk, biskuits, better and jam.
c) Now, the clock is five, so we should drink the tea. Everything is prepared, tea, milk, biscuit and jam.
d) It is five O'clock now. It is time for tea. Everything i ready. Tea, milk, biscuits, butter and jam.

١٢- إننىلم أنم جيدا. لقد فارقنى النوم وأنا أستمع إلى مشاكلك التى لا تنتهى.

a) I can't sleep well. The sleep has gone when I heard to your problems which haven't an end.
b) I didn't enjoy sleeping. The sleep is gone away while I listen to your troubles which don't over.
c) I couldn't sleep very well. Sleeping has gone away while I was hearing to your problems which do not finish.
d) I couldn't sleep well. I lost sleep listening to all of your endless troubles.

١٣- البرد أكثر الأمراض شيوعا فى فصل الشتاء. وقد تكون له أحيانا أعراض شديدة.

a) Cold is the most commonest disease in the winter. Sometimes it has strong and serious effects.

b) The cold is the most common of all diseases in winter. It may have serious symptoms.

c) The cold is the most famous diseases in winter, and it sometimes have some strong effects.

d) Cold is the most commonly illness in winter. It has sometimes some dangerous symptoms.

١٤- من فضلك ، أتتكرم بتحضير هذه الوصفة الطبية؟ بكل سرور ـ هل ستسغرق وقتا طويلا؟ لا.

a) Excuse me, would you prepare this good description please. With pleasure. Will it take a long time? No.

b) Would you please prepare this medical receipte? With pleasure. Would it take a very long time? No.

c) Would you make this prescription up for me, please? With pleasure. Will it take long? No.

d) Please, would you make this medical description for me? With pleasure. Do you take a very long time? No.

١٥- ما رأيك فى الصيد والرماية وركوب الخيل؟ عظيمة ولكن فقط للذين يقدرون على تكاليفها.

a) What about hunting, shooting, and horse-riding? Good, but only for those who can afford it.

b) What's your opinions on hunting, throwing and riding horses? it is great but only for whom who could pay its costs.

c) What about hunting, shooting and horse-riding. It is good but only for who afford its costs.

d) What's you opinion on fishing, throwing and horse-riding? Good but only to whom who can afford them.

١٦- لا أريد أن تفوتنى مباراة اليوم فىكرة القدم لأنها مباراة دولية نهائية.

a) I don't wish to loose the football match today as it's finally and internationally.

b) I don't want to lose today's match in football because its a final international match.

c) I don't want to miss today's football match because it is an international final match.

d) I don't wish to mess today's football match because it is international and final one.

١٧- هل معك رخصة للقيادة؟ بالطبع إننى أحملها معى دائما ، والقيادة اليوم ضرورة من ضروريات العصر الحديث.

a) Have you made a driving license? Of course, I always carry it. Driving is the most necessary thing for our modern age today.

b) Do you have your driving-license with you? Of course. I always carry it with me. Driving is one of the necessary things of the modern age.

c) Do you have a driving license? Yes, Of Course, I bring with me for all times. Driving is one of the necessary thing of the modern age.

d) Do you have a driving license? Surely, I always carry it. Nowadays driving is regarded as one of the modern age essentials.

١٨- ماذا تحب أن تفعل أثناء العطلة؟ أتجول أحيانا أو أصطاد السمك أو أقوم بالرحلات.

a) What would you do in the holidays? Sometimes wondering or catching fish or making tours.

b) What do you like to do during your vacations? Sometimes I wander, fish or go on excursions.

c) What do you like in your vacations? Sometimes walking, hunting fish or making excursions.

d) What's you like to do during the weekend? Sometimes I walk, hunt or make journeys.

١٩- أتحب الروايات "الكوميدية" أم "التراجيدية"؟ أحب "الكوميدية" عموما. ومتى يبدأ العرض فى دور السينما؟ فى السابعة والنصف.

a) What do you like comic or tragic novels? Generally I like comic ones. Actually the show began at half past seven.

b) Do you like comedy or tragedy novels? I like comic novels. In seven past half, the comedy begin at the movies?

c) What do you like the comedy stories or tragedy stories? I generally like comics. In half past seven the movies will begin.

d) Do you like the comedies or tragedies? I like the comedies, in general. When does the show begin at the movies? Usually at seven-thirty.

٢٠- يساعد الراديو والتلفزيون كثيرا على تشكيل عقليات أبنائنا. ومن هذه الناحية ينظر إليهما على إنهما نعمة.

a) The radio and the TV. help a great deal to mold our children's minds. From this angle, the radio and the TV. are looked upon as a blessing.

b) The radio and TV. helped much in building our children's minds. From this side, radio and TV. are regarded as if they were blessing.

c) The radio and TV. helps the shaping of our son's minds. From this angle, it is looked at the radio and TV. as they are a blessings

d) The radio and the TV. help to mold the minds of our children's a lot. From this side, it has been looked at them as a blessing.

٢١- البطاقات المفهرسة مفيدة للغاية. إنها تعطى قدرا كبيرا من المعلومات عن كل كتاب مثل اسم المؤلف وعنوان الكتاب ، ومكان وتاريخ النشر.

a) Index cards are very helpful, it gives us a lot of information about every book like the author name the address of the book, the place and date of publishing.

b) Ordered cards are very useful, it gives a great deal of information about the name of and address of author's book, the place and year of publication.

c) Index cards are very helpful. They give a great deal of information about each book such as the author's name, title, place and year of publication.

d) Numbered cards are very useful. It gave us a big amount of information about every book like the authors name, book address and the place and publication date.

٢٢- إنه خريج جامعة طنطا ويستعد للحصول على درجة الماجستير فى اللغة الإنجليزية. كما إنه يتكلم خمس لغات حية.

a) He is Tanta University graduated. He prepared to English. He gained Master of Arts degree in English. In addition, he is talking five living languages.

b) He's from the university of Tanta and prepare himself to get the Majestier Degree of English language. Also, he spoke five living languages.

c) He is a graduate of Tanta university and is now preparing for the Master's Degree in English. In addition, he speaks five living languages.

d) He's graduated from the university of Tanta and now he is prepared to gain the M.A. Degree in English Language. Moreover, he could speak five living languages.

٢٣- كيف حال الطقس اليوم؟ الجو متقلب جدا. فهى تمطر بغزارة وأنا أرتعش من البرد.

a) What about the weather today? it is so unstable. It rains heavily. I'm so cold.

b) How is the weather today? It is very changeable. It's raining heavily. I am shivering with cold.

c) What's about the climate today? The atmosphere is very bad. It's rain heavily. I'm very cold.

d) How about the weather today? The weather isn't good at all. It's been raining heavily. I am checking with cold.

٢٤- من فضلك ، ايمكننى إستخدام تليفونك؟ بكل سرور. أتريد مكالمة محلية؟ لا ، مكالمة خارجية. الخط مشغول.

a) Could I use your phone? With pleasure. Do you want a local telephone? No. It's a large distance call. The line is busy.

b) May I use your telephone please? With pleasure. Do you want an inside phone or an outside one? Line is occupied.

c) Please, can I use your phone? With pleasure. Do you want internal or external appeal? Line is busy.

d) May I use your phone, please? With pleasure. Do you want to make a local call? No, a long distance call. The line is busy.

٢٥- يتعين على جميع الأمم أن تحترم مبادئ ميثاق الأمم المتحدة وأن تعمل بها ، وأن تتعاون لبناء مجتمع على أعلى مستوى ممكن للمعيشة.

a) All nations must respect the principals of the United Nation and do according to it. They should also cooperate for building a new society with high level of living.

b) All nations should respect the United Nation's principle and do with it and cooperate to building a society with the highest possible standard of living.

c) All nations should respect and practice the principles of the United Nations character. They should also cooperate to build a new society that might enjoy the highest possible living standard

d) All nations must respect the principals of the United Nations. They should do with it and also cooperate to build a society with a high standard of living.

❄ نهاية الاختبار ❄